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**PROCEEDINGS OF THE
TWELFTH CONFERENCE
FOR EDUCATION IN THE SOUTH**

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PROCEEDINGS *of the*
TWELFTH CONFER-
ENCE FOR EDUCA-
TION *in the* SOUTH

ATLANTA, GEORGIA
APRIL 14-16, 1909



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THE CONFERENCE FOR EDUCATION IN THE SOUTH,

ATLANTA, GEORGIA, APRIL 14, 15, 16, 1909.

WEDNESDAY, APRIL 14, 10 A. M.

CONFERENCE OF STATE SUPERINTENDENTS—

J. Y. Joyner, Presiding.

CONFERENCE OF SUPERVISORS OF THE WOMEN'S SCHOOL IMPROVEMENT WORK—

P. P. Claxton, Presiding.

WEDNESDAY, APRIL 14, 3 P. M.

BUSINESS MEETING, AUDITORIUM PIEDMONT HOTEL.

WEDNESDAY, APRIL 14, 8 P. M.

(The Formal Opening of the Conference.)

ADDRESS OF WELCOME—

Hon. Hoke Smith, Governor of Georgia.

PRESIDENT'S ADDRESS—

R. C. Ogden, New York.

ADDRESS—"THE AMERICAN SPIRIT IN EDUCATION"—

Dr. S. C. Mitchell, President University of South Carolina, Columbia, S. C.

THURSDAY, APRIL 15, 10 a. m.

STATE SUPERINTENDENTS' MEETING—

Supt. Joyner, Raleigh, N. C., Presiding.

Educational Progress of the Year in the Southern States—

Jere M. Pound, State School Commissioner, Atlanta, Ga.

Agricultural and Industrial Educational Movement in the South—

G. B. Cook, State Superintendent of Education, Arkansas.

ADDRESS—"THE NATIONAL PROGRAM IN EDUCATION"—

Elmer Ellsworth Brown, U. S. Commissioner of Education, Washington, D. C.

THE EDUCATIONAL CAMPAIGN IN TEXAS—

Clarence Ousley, Editor of Fort Worth Record, Fort Worth, Texas.

PROGRAM

THURSDAY, APRIL 15, 3:15 P. M.

MEETING OF SOUTHERN ASSOCIATION OF COLLEGE WOMEN. AUDITORIUM—
Mrs. Emma Garrett Boyd, Presiding.CONFERENCE OF CAMPAIGN MANAGERS OF SOUTHERN STATES. PIEDMONT
HOTEL—
P. P. Claxton, Presiding.

(Adjourned Meetings of Other Special Conferences.)

THURSDAY, APRIL 15, 8 P. M.

EDUCATION AND RURAL NEEDS—

A School for Grown-Ups—

P. P. Claxton, University of Tennessee, Knoxville, Tenn.

The Country Road and the Country School—

C. S. Barrett, President Farmers' Union, Union City, Ga.

ECONOMIC ORGANIZATION OF RURAL LIFE—

Dr. John Lee Coulter, University of Minnesota, Minneapolis,
Minn.HOW THE NATIONAL GOVERNMENT MAY COOPERATE WITH THE STATES IN
BETTERING RURAL CONDITIONS—

Gifford Pinchot, The Forest Service, Washington, D. C.

FRIDAY, APRIL 16, 10 A. M.

WOMEN'S WORK FOR THE RURAL SCHOOLS—

Mrs. B. B. Munford, Richmond, Va.

THE WOMAN'S CLUB AS A FACTOR IN EDUCATION—

Dr. Lillian W. Johnson, Memphis, Tenn.

EDUCATIONAL WORK OF THE CLUB WOMEN OF GEORGIA—

Mrs. Robert Emory Park, Chairman Education Department
Georgia Federation, Atlanta, Ga.

HIGHER EDUCATION OF WOMEN—

Dean Lida Shaw King, Woman's College, Brown University,
Providence, R. I.

PUBLIC TAXATION AND THE NEGRO SCHOOL—

Supt. C. L. Coon, Wilson, N. C.

EDUCATION AND ECONOMIC DEVELOPMENT—

Dr. A. Caswell Ellis, University of Texas, Austin, Texas.

PROGRAM

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FRIDAY, APRIL 16, 3:15 P. M.

To be devoted to Special State Conferences. The State Conference for Georgia at Auditorium. Other Conferences at Boys' High School.

FRIDAY, APRIL 16, 8 P. M.

ADDRESS—"EDUCATIONAL ORGANIZATION"—

E. A. Alderman, President University of Virginia, Charlottesville, Va.

THE STATE UNIVERSITY IN THE SERVICE OF THE STATE—

Charles R. Van Hise, President University of Wisconsin, Madison, Wis.

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Twelfth Conference for Education in the South.

ATLANTA MEETING, 1909.

OPENING SESSION,
WEDNESDAY EVENING, APRIL 14.

The Twelfth Conference for Education in the South met in the Auditorium at Atlanta, Ga., on Wednesday evening, April 14, 1909, at 8 p. m. The Conference was called to order by Mr. J. K. Orr, Chairman of the local committee, who spoke as follows:

“The time having arrived for opening the Twelfth Conference for Education in the South it becomes my duty as Chairman of the local committee to call this meeting to order. In doing so I have the pleasure of introducing the Honorable Hoke Smith, Governor of Georgia, who will make the first address.”

GOVERNOR SMITH.

Mr. President, Ladies and Gentlemen:

In behalf of the entire State I extend to you a sincere welcome and thank you for holding here this Conference for education. While I know that the majority of your Board of Control are Southern men, we may well find reason for congratulation that you come from all parts of the country and that your program contains the names of great thinkers from many sections.

Ours is a land of vast area and diversified interests. It is well to bring together men and women from localities far apart that we may personally know each other, and better understand our common wants and common destiny. As we know each other better sectional differences give way to patriotic devotion to our country and an increased desire to serve the human race.

It would be strange if in such a gathering as this there were not found diverging views. None the less I welcome you to Georgia. The man who has faith in his own views should be pleased to meet the man so unfortunate as not to agree with him.

The great educators here gathered are all leading us in the same direction even though they point the way by different roads. We will grow in knowledge from free discussion.

I deem it eminently proper that a successful business man should preside over an educational conference. There was a time when the professional educators, absorbed in their books, were too far away from the real problems of life, but that time is rapidly passing, and with the true educator it is already a thing of the past.

Education should fit the young and the old for the duties of life, to enjoy its pleasures and to be prepared for its responsibilities. It should begin with the cradle and continue to old age. No system of education is sufficient which seeks alone to impart knowledge from books. It must build character and force and must prepare the child to be an actor in life's struggles. It should as far as possible develop the child along lines which the child will probably follow in after years.

The South offers great opportunities for those prepared to use them. Our lands are capable of bringing profitable return from the most varied lines of agriculture. Our mineral resources are vast. Their development has only begun. The water powers of the Southern Appalachian range could operate all the factories of Europe. With scarce a limit in our capacity to produce food supplies, we have a monopoly in the production of cotton, the raw material which will clothe the world.

The South must be prepared to take full part in the nation's

growth. Thus alone will our own prosperity be insured, and thus alone can our responsibilities be met. I welcome every contribution which your views may make toward the preparation of our people for the tasks before them. I deem it most desirable that business men and teachers should confer. From their conferences we may expect policies wisely joining the ideal and the practical.

The presence of a great number of negroes in the South creates a problem which must be understood. I do not believe that those who dwell upon the work of negro institutions into which a few hundred of the race enter comprehend the question. The real negro educational problem is found in the six millions of negroes who do not enter these institutions and who are utterly unsuited for the opportunities which they offer. I refer to the great body of the negroes engaged in the simplest lines of manual labor.

These people are descended from ancestors who a little more than a century ago were savages in Africa. For a while they were compelled to labor. Industry was forced upon them. Since this condition ceased, freed from restraint, they are prone to idleness and to carelessness, even when at work.

The first step in the education of this great body of the negro race is to inspire a desire to do better the labor they are called upon to perform, and to rid them of a willingness to live poorly if perchance a meager support can be made with half time labor. The negro engaged in the simplest manual labor will find his first inspiration from being taught the pleasure of doing that labor with artistic skill. The negro who uses the hoe or uses the plow will be lifted to a higher standard when he can be given the inspiration which will come from efficient labor and increased industry.

Mere instruction from books will accomplish almost nothing for him. He must lean upon the direction of the white man and grow by imitation. The best educator he can have will be found in the white man who will control and direct him and furnish him an example of the benefits brought from intelligent industry.

Experience shows that negroes improve most rapidly where there are fewest negroes in proportion to the number of whites. The best friend of the negro should seek his distribution to all sections. This can be accomplished by more white settlers coming South and more negroes going North, East and West.

I am gratified to tell you that progress is being made in the educational work of this State. The amounts being paid annually for education from taxation are rapidly increasing. Nearly every municipality with as many as five hundred population has an organized public school system continuing from eight to nine months annually. The appropriation from the State treasury supports the rural schools for nearly six months in the year, and local taxation supplements this appropriation in many school districts, extending the school terms to from eight to nine months.

There are two conditions connected with our educational progress to which I would especially call attention. With the increase of manufacturing enterprises, it is important that we should guard against placing children within factory walls, and we must see to it that the children of the factory section are not only given a chance to live and to grow in the open air, but we must insist that they be trained in school for the responsibilities of life. Our manufacturing growth would be a curse if with it we are to permit the presence of a population worn out by drudgery in childhood, and deprived of proper mental, spiritual and physical growth.

The best opportunity for special effort upon educational lines which our section presents is in the rural schools. The power of our nation, the preservation of our free institutions, must depend largely upon the rural population. Here is the opportunity for independence even for those with limited resources. Here is the opportunity for the growth of a citizenry not so absorbed in the accumulation of wealth as to lose patriotic impulses, and not so constrained by the danger of falling into the class of the unemployed as to be subservient to the dictates of employers.

The population of our entire country could earn a comfortable support upon the farm lands of the South.

That line of educational work which turns the thought of the citizen to the farm, and helps make comfortable and enjoyable farm life, is the surest of fruitful returns. We are seeking to do all possible in this State to aid in this direction. Our State College of Agriculture is devoted to investigation and to instruction upon advanced thought and scientific practice applied to the farm. We have eleven district agricultural schools in which the boys and girls are not alone taught from books, but in which the great object is to give their minds and hearts the proper desire for broader observation and knowledge of those things which appertain to farm life and farm endeavor, while they are also taught how with their hands to best execute what they learn.

I welcome you to Atlanta because your program manifests an interest in the great problem of farm life. I rejoice in the prospects for the removal of that isolation which has in the past so much handicapped the man engaged upon the farm. Good roads, facilitating easy access to market, and bringing the social opportunities from which the farmer has been deprived should greatly stimulate agricultural efforts. It is the duty of the nation and the State to aid in the removal of the drawbacks which isolation has placed around the farmer.

Encouragement by the nation and the State of cooperation among the farmers for the purchase of their supplies, for the sale of their products, for the investigation of those questions which concern their occupations, will go far to improve the opportunity of this class of our citizens. Good schools for their children are absolutely necessary.

When we urge governmental consideration of farm interests in addition to school work, we may well turn our thoughts to what has been done in the old country for agriculture. The Hungarian government has revolutionized the conditions of those in rural life by its stock farm, its cattle farm, its seed improvements. The cooperative movement among the farmers of Denmark for the sale of their products has more than doubled

the return to the farmer for his labor, and even in Ireland the Society for the Encouragement of Agricultural Pursuits has brought blessings to its members.

Out of the ground come the products which give our balance in international trade. Upon the soil, and upon those who till it our country must chiefly depend. The nation and the States cannot too fully recognize this fact, nor can they go too far in appreciation of it.

Above all we should resist every effort to absorb farm lands by great corporations. It is from the farm, worked by the man who owns it, that the greatest benefits to nation and State and to all the people will come, and it is such holdings that the nation and the State should encourage. Georgia has just broken up the lease system and placed the convicts upon the public roads. It is hard to estimate what this will do for the improvement of rural life and the development of the agricultural resources of the State.

The study of our educational problems carries us beyond the schoolhouse into the home. It requires the investigation of all those live subjects that tend to improve the condition, and advance the capacity, and add to the happiness and contentment of our people.

Education is the problem of life. It is the preparation of the child and the man to be and to do all which the opportunities surrounding him make possible. It is the very essence of human progress and human development.

The highest purpose of man should be to serve his God, his country, and his fellowman, and those who study how man can grow in heart and mind and hand are engaged in service which involves all three, service to God, their country and their fellowman.

I welcome you to Georgia. I have the pleasure of presenting to you the President of the Association, Mr. Robert C. Ogden.

MR. OGDEN.

Governor Smith, Ladies and Gentlemen:

I do not find my supply of language sufficiently large and complete to meet the demands of this remarkable occasion. The Conference for Education in the South has come to the city of Atlanta by so many gracious and cordial invitations that I cannot at the moment command the names of them all, and perhaps it would tax your patience to listen to them if I could. But Governor, I desire to say that our hearts are full of gratitude for these invitations, which have been accepted in the spirit in which they were given. We are very grateful, also, for other things, and especially for the address which you have just given us, in which you set forth so clearly the educational principles of the period and the conditions of the State and the community in which you live; for all of this information and for the fullness of instruction we have received. And so we meet under circumstances that are extremely interesting. We have the privilege of inaugurating this splendid building by the first public meeting held in it. It is certainly a high honor that has been conferred upon us by the city of Atlanta, that of opening this splendid edifice for public use.

Before I proceed with the perfunctory part of this program I desire to call your attention to several things. One is that every one attending here, whether a resident or from a distance, should register as a member of the Conference. This will be an advantage to all who register and to the authorities that manage the Conference. You will probably receive later on printed information of the proceedings in such form as may perhaps be helpful for future reference.

I wish very much to interest all of the people, both the delegates from a distance and the citizens of Atlanta, in the program as it will develop during the next two days. For tomorrow we have the State Superintendents' meeting at which the

public are to be present, all who are willing to come, and I am sure that in the meetings to follow the program will be rich and full of worth. And now it falls to my lot to present the President's address.

The one perfunctory performance in the usual program of the Conference for Education in the South is the President's address. Although this Conference is now twelve years old it has had the same President for ten years, and for a long period I have been the only Northern man in the organization. It would therefore seem perfectly apparent that ten annual installments of the same vacancy should have been quite enough to satisfy the program makers. But, no, here it is again for the tenth time, only now in phrase more ample and august; it is commanded that the President shall give a sort of historical review of the Conference.

It will be my purpose to obey this command in some partial and brief fashion. But within the little time that I will be a tax upon your patience I shall refer to certain new subjects that I desire the Conference to consider, and will make some reference to the program that awaits our proceedings during the two following days.

On a former occasion I stated that this Conference assembled at the call of the child. I now repeat the statement with added emphasis. Classical scholars know better than the mass of us that the grace and culture of Greece and of Rome had no place in all their philosophy for the child. Gibbon states: "In the forum, the senate or the camp the adult son of a Roman citizen enjoyed the public and private rights of a person; in his father's house he was a mere thing; confounded by the laws with the movables, the cattle and the slaves, whom the capricious master might alienate or destroy without being responsible to any earthly tribunal." He further says: "The exposition of children was the prevailing and stubborn vice of antiquity; it was sometimes prescribed, often permitted, almost always practiced with impunity, by the nations who never entertained the Roman ideas of paternal power."

I venture to make this brief allusion that I may call atten-

tion to the contrast presented under present conditions. The Hebrew faith, preceding and supplying the base of Christianity, had a very different view of childhood from that which prevailed in the heathen nations. Now, the protection of the deficient or unfortunate child is a distinguishing mark of Christian civilization; the more pronounced the need the more penetrating and arresting is the cry for help.

Out of these conditions come the great restless, anxious movement intended to give the child the chance which is his birthright. And so we have many movements looking toward betterment. National associations for professional education, touching questions of administration and discipline from every view point, for the regulation of child labor, for universal playgrounds, for industrial education and so on through a long list of subjects, all of which appeal to the altruist and should command the attention of every citizen.

Into this group of associations comes our Conference and asks a hearing. Beginning with the child it rises and broadens into other educational interests than merely the elementary school, but always on lines that are logical and natural.

It is given to few to make statistics eloquent or so to present hard facts in graceful phrase as to make them interesting. In the present case the task is especially difficult as the story of this organization touches so largely upon the spiritual life of the people; its influence has been so much given to the creation of an ideal; its aims stretch so far away to a dim and distant future when we, the present actors in, and directors of, its work shall be entirely forgotten, as to almost defy any present statement concerning what it is or what it has done. And yet the facts if given fully and stated in detail would awaken astonishment, for it would sound more like a story of the imagination than a practical narrative of contemporary history. Looked at in front it seems bright and beautiful as a perfect mirror that gives back a reflection of bright and dazzling light. But turn the back of the mirror and all seems so dark and forbidding as to suggest that nothing has been done, so great is the undone margin that challenges long continued and persistent effort.

This Conference holds its place as a part of an educational renaissance. This work can perhaps be definitely defined only at a single point. It exists primarily to impress upon the mind of the citizen, the people, the responsibility of the individual for educational conditions; to support the claim that every child in America, native or foreign born, is entitled to a good English education; that it is the duty of the State as representing the people to provide such education; that in the words of the man that recruited me and pledged my service, such as it is, to this work, J. L. M. Curry, President of this Conference in its second year, "Ignorance Cures Nothing," and therefore our civilization must banish ignorance and replace it with intelligence; must provide facilities for education and compel the use of such facilities; must create such standards of intelligence as will make ignorance a conscious discredit, not to say disgrace.

Our association is called the Conference for Education in the South. It is, so far as I know, the only popular civic organization in the interests of education in the country. Other sections of the country need it and in the judgment of many it should have a national character. The nation is treated as a whole by civic organizations for the improvement of municipal government; for the beautifying of towns and cities; for charities and correction; for industrial education; for the standardizing of higher education. Why not then for emphasizing the duty of the citizen, the man in the street, in respect of education?

I am almost led to exclaim, and would, were it not for some reasons that will follow, "may the time come and come soon, when this organization may broaden its influence until it shall be wide as the continent and long as the land."

Some advantages exist, however, in the more limited and local character of the Conference work. It took the organization four years to find itself. Happily when its mission was discovered it was not so big as to lose itself in its own vastness. Social influences have always surrounded it and it has been a dynamic power in the development and uplift of many a lonely soul. Throughout the States represented here there were, before this association came into being, thousands of people in rural places,

with clear vision as to the educational needs of the rural people, whose lives were consumed with hopeless longing, whose minds were keen as to what ought to be done and yet could not see even the faint glimmer of the early dawn of a better day. There are many such yet, but the class that has been brought into large and sympathetic fellowship by this Conference, in whom inspiration and faith have been developed, would of itself alone justify all the cost in labor and in money that has been expended upon it. One of the clearest thinkers and ablest writers on educational, economic and social questions in the South has said that this Conference has taught the South to know itself in educational matters. And I am sure he is right.

Another local advantage is found in the fact that while the South has all the general questions of education that pertain to all the rest of the country it has also superadded certain conditions peculiarly her own. In summing up the reasons for the existence of this Conference it may be concluded that for the immediate future at least it will be found advantageous to allow it to live its life upon present lines.

Aside from the first mentioned special influence this Conference makes no direct claim save that it has by various agencies assisted in the promotion and development of many progressive educational ideas, and, through the Southern Education Board, to which it is both mother and child, has supplied methods and incidental support that have caused many latent forces to germinate, flourish and bring forth abundant fruit that otherwise never could have existed. We simply have planted seed that eventually produced large harvests.

I am told, and I think the statement is accurate, that during the last seven years the public appropriations for education in the States under the influence of the Southern Education Board have increased \$16,000,000 per annum. These figures are difficult of verification, but probably are greater than I have stated. We have had something to do with this result, how much may not be a subject for definite calculation.

This Conference has reproduced itself in many directions. In Virginia it developed the Cooperative Education Association

with which the Southern Education Board is in sympathetic and material relation. This association has created branch organizations in many counties of the State; has raised money with which to carry forward its own work; has vigorously promoted the high school idea; has issued remarkable and original matter for the guidance of public speakers, and the instruction of the people.

In North Carolina the Commissioner of Public Education has been enabled to carry on a propaganda for the local tax which has brought hundreds of school districts to the uplifting idea of self-help through the levying of the local school tax by popular vote. In harmony with this the Women's School Improvement League has made a steady advance in improving the conditions of schoolhouses by means of decorations and various betterments. But over and above all this perhaps the crowning benefit to this State has been found in the erection of some thousands of new schoolhouses, modern in design and convenient in equipment. North Carolina has a little experiment now in progress that may well serve as an inspiration to other States. Several rural schools have had school ground under cultivation, not primarily for education, but for profit. Crops of cotton and hay have been raised and the terms have thereby been lengthened two or more months in the school year, and thus the communities in which they are located have seen a great light. This school agriculture pays and pays well, and so from an economic experience the farming population quickly learns the value of practical agricultural education and then the education follows. How much more valuable is an educational idea evolved from within and not imposed from without! My only purpose is to drop this hint in the hope that at the proper point in these proceedings Superintendent Joyner may give further information upon this general subject.

In South Carolina, Georgia, Kentucky and Alabama the women's organizations and work have been very specially powerful. The whirlwind campaign in Kentucky at the last Thanksgiving holiday was a powerful and potent force in the revival of the educational idea.

The Conference for Education in Mississippi has been organized especially for the promotion of the normal school idea. The Conference for Education in Texas has not only supported itself thus far by generous contributions but has controlled and improved legislation and increased appropriation for education. It now has before it the large and important task of instructing the people concerning the great advantages secured by their own laws. Upon this interesting subject we shall hear from Mr. Clarence Ousley, of Fort Worth, Texas, the inspirer and leader of the movement, in the course of our deliberations.

The unceasing agitation in Tennessee by means of meetings and conferences, under the guidance of the chairman of the Campaign Committee of the Southern Education Board, has brought about remarkable results. The beginnings of organized work in Arkansas and the quiet progress in Louisiana are also subjects of great interest.

Each State has its own peculiar points of attractive study as you will have noticed from the condensed detail just given concerning Virginia, North Carolina and Texas.

These brief, crude, hasty, incomplete and inadequate references to the doings of the Conference in years that have passed are all that the limited time at command permits, and are all, perhaps, that a popular American audience desires. But I beg of you to remember that this account covers a story of useful activity, devotion, patriotism and self-sacrifice that is continuously helping to make this land a better place for life and for living. Your own imagination can fill out the picture.

The remainder of my time must be devoted to a few suggestions as to certain general conditions and to what may be expected with the development of the program that is being expected to cover the next two days.

The twelve years that measure the life of the Conference for Education in the South have been years of great originality in the development of American education. The American spirit in education has crowned our institutions of higher education with many highly creditable developments for the general instruction of men and women and the creation of classes

of scholarly specialists. It has created by the communism of experience many progressive ideas in elementary and high school education that have brought vast benefits to the cities, but which are still denied to the greater part of the rural districts. It has, however, done more than this. It has taught us to so examine and understand our methods that while appreciating all their merits and usefulness to also understand their great and glaring defects—to look squarely at the conditions—to discover why so much of our alleged education is practically no education at all, in any true sense, when the preparation of the pupil for the facts of life are compared with the demands of daily experience.

The discovery of these defects has brought out much research of causes and needs which in their turn have developed enormous plans of improvement and have evolved clear ideas that act as lighthouses to mark the channel of progress toward better things.

Thus things have been found equally valuable with books as means of instruction, and so industrial education has taken a great hold upon the educational mind. But the educational mind needs much instruction upon industrial education. The phrase slips lightly off the tongue, but it has vast possibilities, knowledge of which may not be acquired by hasty glances at a carpenter shop or a printing office. Closely associated with and indeed a part of industrial education is agricultural education, and again closely connected with this is the whole problem of rural life. The workshop and the soil should afford the most interesting opportunities of active, productive and useful life. But they have been mainly the sphere for merely the "daily round and common task." The old dreary notion of pious life would commend them to us as a "means of grace," while the better ideas of a progressive religion, taking account of science and of history, tell us they should be a "hope of glory." And out of this agitation comes a vast impulse to find the way to higher things. We learn of the waste of our natural resources—our lands should produce three times their present crops; our forests should be protected and preserved; irrigation should be promoted, and the vast wealth already produced should be proven

only a thriftless waste of the largeness bestowed by a bountiful Providence. It is only a short time since I learned in this State of a product of one and three-quarters bales of cotton per acre upon land in a neighborhood where half a bale to the acre was generally considered a good crop. So much for tilling the land with brains.

Most significant is the recent National Commission upon Rural Life. The investigations and findings of this commission are now, or soon will be, accessible to every one caring to read them. But the centre of study and action upon this subject has been and is the Central Northwest. Wisconsin, Iowa and Minnesota have developed a surprising amount of practical and scientific knowledge that has so appealed to the imagination of our Executive Secretary as to lead him in the creation of his admirable program to make "the keynote of the Conference the improvement of conditions in the open country."

Our friends in the South are so alive to the instructive and constructive influence of the State universities in the States just named, as organizations that serve the people directly, as to desire that their influence may flow down the Mississippi Valley and flood those States farther south. And so President Van Hise, of the University of Wisconsin, will share the last evening with President Alderman, of the University of Virginia, and Dr. John Lee Coulter, of the University of Minnesota, will come to tell something of how brains can be mixed with soil.

This pervasive spirit has taught us that education is expensive and that there is nothing more wasteful than cheap education, cheaply supervised and administered by ignorance in partnership with neglect. What greater incongruity than to demand a teaching certificate of the lowest grade girl teacher in an elementary school, and yet to fill places in a school board with political favorites and to create local superintendents of men who are in perfect ignorance of teaching as a profession?

This organization exists for the promotion of a universal civic spirit of education. Our institutions of higher and lower education will simply reflect the popular demand. In a democracy the people set the pace, evolve the standards, determine

the quality of institutions. Schools from the kindergarten to the university will in their quality be simply responsive to the best intelligence of the people. With only the limitation of material resources the schools will be no better, no worse, than the people demand. Therefore our efforts should be and are directed toward elevating the demand.

The remarkable influence already apparent in the efforts of the Carnegie Foundation and the General Education Board working in complete harmony to standardize higher education will proceed by a long process through painful steps and slow to complete realization. But it will come. Incongruous colleges will cease to call themselves universities. Alleged colleges, which are merely preparatory schools, will fall into proper place. Names will have a true value and a real meaning. Young women will not be satisfied with the review of so-called finishing at female seminaries and young men will find out the real value of a diploma. When that time comes the value of accuracy and honesty will appear in education as in all other things. And so as among men each takes his tone from the man next above will our schools fall into line naturally and easily. But that good time is in the beyond. It is, however, great and beautiful to live in even the early glimmer of the dawn of better days.

That "a little child shall lead" the thoughtful, earnest, sincere and patriotic people of this country is becoming daily more evident. And this is only a response to the systematic and scientific method that is just beginning its powerful and beneficent work for the American people. Able people are studying deeply into causes and are discovering the reasons for physical, mental and moral defects. Thus it is that the housing of our poorer population, the costs of living, the conditions of rural life, the care of dependent and defective children, are made subjects of national interest.

I will not attempt more than a passing reference to statistics, which are the despair of an audience and the doom of a speaker; but listen a moment to some figures thrown out by a report which resulted from an examination of the public school scholars in Washington:

Total number of pupils.....	43,005	
White children	29,598	
Colored children	13,407	
		Per cent
White defective children.....	11,520	38.9
Colored defective children.....	3,784	28.2
	<hr/>	<hr/>
	15,304	35.5
	<hr/>	<hr/>

The superior condition of the colored children is due to better teeth.

Omitting from this consideration the 6,698 pupils who needed only dental care—a matter of importance to general health—we still have to deal with 8,606 pupils, or 20% of the whole, whose physical condition should be a matter of grave concern.

Of this number 149 are crippled; 272 are deformed; 461 have strabismus-squint; 312 having discharging ears; 835 have defective hearing; 2,176 have defective vision; 2,062 were mouth breathers; 703 were undersize; 727 were ill nourished; 934 were anemic.

And these percentages are far below the results given by investigation in New York. Analytical study of existing physical conditions pile up additional facts in startling accumulation.

To deal with this situation it is seriously proposed to form a national bureau of investigation and publicity as a part of the Interior Department. I mention this subject to connect it with another, namely, the treatment accorded to the National Bureau of Education by the last session of Congress. The Commissioner, now present with us, asked for the following additional appropriation: \$40,000 to pay for investigation; \$8,000 with which to collect statistics; \$39,000 for better offices. Congress denied all these requests save only \$4,700.

The palatial headquarters of this important bureau are an antiquated four-story building, not to be mentioned in comparison with the New York State Educational Building now being erected in Albany.

The salary roll of the entire staff, including that of the Commissioner, is \$56,500; his library has \$500 and his statisticians \$4,000 for collecting material. Omitting the cost of printing the Commissioner's annual report and the education of certain Alaskans the entire bureau received in this year of educational enthusiasm the stupefying sum of \$67,500. These figures are from an editorial in the New York Evening Post.

Compare with this discreditable showing the ease with which Congress wisely appropriates many millions of dollars annually to investigation by the Department of Agriculture for the benefit of the farmer and the absurdity of the case is immediately apparent. What would be the effect if the children had votes?

We have been demanding that education be recognized by the creation of a department of education in the general government. The demand for a bureau of investigation and publicity of the physical defects of children would find its easy, natural place in a properly organized department of education.

To prove this by argument and comparative statement would be easy did your time and patience permit. But I do submit that our Committee on Resolutions should take notice of this vitally important question and recommend the action that will be desirable for this Conference to take upon the subject. Should resolutions in harmony with this suggestion be adopted it would simply be consistent with the action of the State Superintendents of the Southern States which was taken last October at a meeting, Commissioner Brown being present, in Boston at which the influence of each Superintendent with his delegation in Congress was pledged to secure considerate and favorable legislation on behalf of the National Bureau of Education.

And now I have fulfilled the promise to give you a crude and incomplete statement, to furnish an object lesson of the need of education, to fulfill the role of the frightful example at a temperance lecture. It only remains for me to suggest a few points concerning the Conference for your thoughtful consideration:

First. Study the program carefully. It is packed full of the most interesting topics that will be discussed by men and

women of distinction and of ability in their several subjects. Furnish a large and appreciative audience at each session.

Second. Take careful notice of the State meetings. Let the people of the several States rally in force to the meetings. Their importance cannot be overstated.

Third. Do not fail to register your names and addresses. They will be needed for your own advantage on future occasions.

Fourth. A few copies remain of some previous annual reports, but it is now impossible to supply any complete sets. Such as we have can be had by writing a request to Wickliffe Rose, 927 Stahlman Building, Nashville, Tenn.

On former occasions in other cities the meetings of this Conference have proved to be an inspiration and blessing. It is our hope to make such an impression upon Atlanta that we may long be remembered with friendly satisfaction by the good people of this hospitable and enterprising city.

And now thanking you for the patience with which you have received this recital I have the pleasure to present to the audience President S. C. Mitchell, of the University of South Carolina, who will speak to us on "The American Spirit in Education."

DR. MITCHELL.

THE AMERICAN SPIRIT IN EDUCATION.

The American spirit is distinctive in government, commerce, architecture, journalism and religion as regards separation of Church and State. It would be surprising if the American spirit were not also distinctive in education, so thoroughgoing is our democracy. This distinction appears in contrast with two former ideals in education. First, education at times consisted in initiating an individual into the manners and tone of thought of a particular social class. Such was the feudal school, preparing elect youth for the knightly order. Such is Eton today, seeking to produce English gentlemen. Secondly, education has sometimes aimed to maintain certain religious tenets. Such were the monastic schools of the middle ages, and such

are the sectarian schools of a later date. Now, in marked opposition to these two types of education is the American school. It is not classical; it is not ecclesiastical; it is not merely cultural. On the other hand, it is democratic, aiming primarily at efficiency, both as regards the individual and society.

PUBLIC IN SUPPORT.

While America welcomes in education private enterprise and denominational effort, to which we owe a vast debt of gratitude for constructive service, yet the people of this country have made up their minds that it is the duty of the State to school the child. The only sure bases of a republic are the intelligence and virtue of its citizens, whose common will is law. Universal education is a truer test of democracy than universal suffrage, at least in the South. It is found that public taxation alone is equal to the task of training all the children in our democracy. Three hundred million dollars are spent annually by this country on public education. It is a mistake to think of the public school as a free school in the sense that it costs nothing, since the people pay for it as truly as individuals who support a private academy. A public school is rather a cooperative school, one in which, by an excellent plan, all the people of a community share the burdens and benefits. Cooperation is the lesson that we Southern people are learning rapidly. This educational movement in the South is building up community life by making effective the cooperative principle in all forms of progressive action. It finds application first in the neighborhood school, but it rapidly extends itself to the public library, the demonstration farm, the cooperative dairy, good roads, the local factory and the general enrichment of rural life.

The people of the South have shown that they are willing to sacrifice in the interest of their children. Signal examples of this are found in the increase of local taxes and larger grants by the legislatures for the schools, as well as in the splendid new buildings that are rising everywhere throughout the land. We have tapped new sources of strength in community effort

for education. What the individual, or the family, or the denomination were too weak to accomplish, it is found that the community, acting as a unit, can easily do.

Mark the changing sphere of the State in American democracy. The modern commonwealth is concerning itself less and less with "big politics," and more and more with education, public sanitation, the regulation of the labor of women and children in factories, better agriculture, the extension of the rural mail delivery and other similar everyday tasks of a homely character. Our fathers fought for States' rights, but is not the State under the present order coming into possession of transcendent rights that were too long held in abeyance, namely, the right to educate all the children in the spirit and ideals of American democracy? Perhaps it is truer to say that the modern State is thinking of its duties as well as its rights. There is no saner political principle than that insisted upon by a famous teacher in the University of South Carolina, Francis Lieber: "No right without its duty; no duty without its right." The local community and the State at large now recognize that their supreme duty is the training of the children in economics and political efficiency.

CIVIC IN MOTIVE.

Equality of opportunity for all is the platform of the public school. As we get an insight into the deeper obligations of democracy the purposefulness of the school becomes more and more significant. Better the fettered hand than the seared eyeball. Democracy proposes to give to every child access to the treasures of human experience and knowledge, with a view to its development and to the progress of society as a whole.

The public school implies, therefore, faith in the capacity of the average man. It believes in blood, but it believes that all human blood is blue. "One half of the best natural genius born into a country belongs to the manual labor classes." The public school provides for such genius born in obscurity. Think of the pains taken to train Helen Keller, a spirit once almost entombed in a body! How splendid have been the results of

the emancipation of her soul! Similarly divine capacities lie hidden in every boy or girl, lurking in yonder mountain pass or in the slum section of a modern city. Sublime is the unconquerable faith of America in the power of education to develop the people in all that makes for industrial independence and political sanity.

NATIONAL IN SCOPE.

What are the bonds of union in a democracy like ours? They are not merely political. Essentially they are sympathies, common ideals and traditions, mutual interests, like-mindedness. "How can two walk together, except they be agreed?" The school begets such community of interests. The tiniest schoolhouse on the hill yonder overlooks all America. "America is not so many square miles of territory, nor so many millions of population, but a tremendous idea in process of realization," A prime duty of the school is the child's orientation. His survey must extend from the centre to the circumference of our country. His vision must not be confined to a mere segment, whether a class, or a party, or a denomination; but it must embrace the whole circle of national interests. The school must not only democratize but also nationalize the youth of our land.

SCIENTIFIC IN METHOD.

The school is set to teach thinking, and not books nor doctrinal or partisan tenets. It is easy to teach facts, such as geography or history; it is hard to teach thinking. Yet thinking is the supreme thing. Dr. Henry S. Pritchett insists that our American leaders have more often failed us in the ability to think straight than in any moral delinquency. It was also a maxim of Horace Mann that "one former is worth a hundred reformers." What a democracy needs is men who see things whole and who have the independence of thought and depth of conviction as to public issues to stand alone, if occasion requires. We must covet the virtue of minorities. As a section, we are far too subject to be stamped. We have to remind

ourselves that political sanity is a factor in party success. We Southern people too often move as a mass. Criticism is essential in a commonwealth like ours. Democracy is government by discussion, and discussion involves conflict of opinion, freedom of utterance and political tolerance.

To rear a brood of men of this democratic type—clear-sighted, independent, tolerant and free from prejudice, the school must be manned by a master in mind-making. The time has gone by when anybody can teach school, when any shanty may serve as a schoolhouse. Trained teachers, laboratories, libraries, maps, and above all, a personality aflame with love of childhood and truth are the requisites of every school. Such schools are now rapidly adorning the communities of the South, and they presage a new day in material development, social order and political power for all of our people.

Dr. Albert Shaw declares that the public school teachers are the most numerous and important body of officials in the employment of the State. They are indeed the structural factors in our civilization. Such being the case, I yearn to see the day when not a single teacher in a public school shall receive less than \$50 a month, nor be employed less than nine months a year in the school.

SOCIAL IN EFFECT.

We are relating anew the school to the life of the neighborhood. Education is now regarded as the gradual adjustment of the child to his spiritual environment. What the race has produced in literature, art, science and government, the youth reproduces in his studies. "The school universalizes his individual nature and socializes his private impulses." The measure of a man's life is the radius of his sympathy. The school enlarges the horizon of the mind. Hence, the effect of education is seen in such practical matters as forestry, the increased fertility of the soil, the growth of industries, sweeter homes and more serviceable churches. The man behind the plow is of more concern to us as a nation than the man behind the gun. A

learned Japanese recently witnessed a splendid procession in Baltimore, and he declared that the feature that impressed him most was the long line of street-cleaners, dressed in spotless white, who received the heartiest recognition from the ladies that lined the street. The Greeks who have come to our country have lifted bootblacking to a plane of dignity and profit.

A few intelligent men in South Carolina, by wise experiment, added \$10,000,000 in two years to the value of the corn crop of that State. Dr. S. A. Knapp, the Benjamin Franklin of American agriculture, is showing in his net work of demonstration farms throughout the South what the right sort of education can do for the homes, the industries and institutions of our country. In the South we make new and special demands of the school, since our tasks are peculiar and urgent, such as economic development, national integration, and racial adjustment. Love as well as light is here a social necessity. We look to the school to beget kindness between neighbors, regardless of color or creed.

MORAL IN IDEAL.

The school is surcharged with moral forces. You cannot measure its projectile power in American life. The school is more than a "moral policeman." It enriches the heart, vitalizes the will, and makes the conscience responsive to duty. We are governed not by law, but by respect for law. This reverence for the majesty of the law is one of the finest products of the American school. Every device in our modern civilization is the outcome of millenniums of human struggle and sacrifice. Every factor, therefore, in our social life is sacred, being sealed with the blood of martyrs and prophets. Instances of this are our coinage, taxation, the family, the church and government. While all of these are the results of the birth-throes of the human spirit, perhaps the costliest single product of man's long labor is reverence for law. The heinousness of lynching is seen just here, in that such an act strikes down dead a sentiment in the breast of man that it has taken ages upon ages to evolve. The school stands for the majesty of law. No

wonder that the American spirit in education is optimistic, self-reliant, buoyant with hope, since it is energizing such moral forces in the child and community as love of peace, kindness toward one's neighbor, sympathy for the weak, respect for law, faith in truth, tolerance in opinion and reverence for humanity. The State, through the school, seeks to impress this ideal of life upon the mind of the rising generation.

"O world as God has made it, all is beauty,
And knowing this is love, and love is duty."

SECOND SESSION,
THURSDAY MORNING, APRIL 15, 1909.

MR. OGDEN—The program this morning indicates the nature of what is before us. This session belongs to the Association of State Superintendents of Education. Therefore, it is my pleasure to deliver the meeting over to the president of that association, J. Y. Joyner, of North Carolina. I present Superintendent Joyner.

MR. JOYNER.

Before we begin I want to issue an order. I have not my "Big Stick," but I am president of the association. I want to ask all State Superintendents to take seats on the rostrum before we begin. I wish to make a very earnest request for all ex-State Superintendents to come to the rostrum and sit with us.

Ladies and Gentlemen:

I am sure that it is the consensus of opinion among the members of this Association of State Superintendents that the work of the Southern Education Board has been more helpful in making possible the promotion of this association and the annual meeting of these men of the heads of the departments of education in the various Southern States than any other force. Nobody has worked everything out better than anybody else,

but somebody has worked something out better than anybody else, and in these annual gatherings we have found out which of these Southern State Superintendents has worked out better than anybody else any one of our educational problems. This meeting is an exchange of helpful experience.

We have a program this morning with just two papers. The first will be a report of educational progress of the year in the Southern States. This will necessarily contain statistics, but it will also contain the cream of the educational progress in all of the Southern States during the year. I sincerely hope that the audience will give careful attention to this paper. It is a compilation from the annual reports of all the Superintendents of all the Southern States of the year's progress and it is well worth your careful attention. I take pleasure in introducing Mr. Jere M. Pound, State School Commissioner of Georgia, who will discuss the "Educational Progress of the Year in the Southern States."

JERE M. POUND.

Mr. President:

Obedient to your command I have undertaken, but, as you know, under protest, to summarize the chief educational movements that have taken place in the fourteen Southern States during the past year. This paper is a brief. Yet it is very, very long. For its length I am not responsible. It could not well be shorter. And its form has been determined by the necessities of the case.

Permit one further word in explanation. I have taken up the States in alphabetical order, beginning with Alabama, and have arranged the data, as far as possible, under the following heads: 1. School Revenue; 2. High Schools; 3. Rural Libraries; 4. School Buildings and Equipment; 5. Training of Teachers; 6. School Legislation; 7. Improvement of School Grounds; 8. Supervision; 9. Compulsory Attendance. As far as possible I have quoted the exact language of the State Superintendents in their responses to my request for data. Without further remarks, then, I begin with a State that is doing great things in an educational way.

ALABAMA.

HIGH SCHOOLS.

Superintendent Harry C. Gunnels says: "We now have twenty-three county high schools in active operation, but thirty-four county high schools have been established. The cities of Birmingham, Mobile and Montgomery have splendid high schools, and some of the other large towns of Alabama attempt to do high school work. In accordance with the law I have prepared a course of study of four years for these schools, which course is based on an elementary course of seven years, with the assistance of two competent county high school visitors keeping in close touch with this work and endeavoring to articulate and correlate these schools with the elementary schools and the higher institutions of the State.

RURAL SCHOOLS.

Under the rural schoolhouse law, passed on March 2, 1907, \$1,000 was appropriated annually to each county for the purpose of repairing and erecting schoolhouses. Since the passage of this law the State has donated to the rural districts of the State, for the purpose of repairing and erecting schoolhouses, \$99,595.52. In order to secure an appropriation from the State it is necessary for the local people to raise not less than \$200 to a district during any one year. Including the amount donated by the State, the books of this office indicate that nearly \$400,000 has been spent for repairing and erecting schoolhouses in Alabama since March 2, 1907. The records of the office also show that 72 rural schoolhouses have been repaired and 435 rural schoolhouses have been erected. For every school day since the rural schoolhouse law went into effect there have been erected or repaired more than two rural schoolhouses, costing not less than \$600 each. We have six white normal schools and three colored normal schools. The State makes an appropriation of \$5,000 for a summer school for white teachers at

the university each year. The normal schools and summer school are well attended and are improving the teaching force of the State.

ONE MILL TAX.

Our Constitution prohibits local taxation by districts, but allows every county, under certain conditions, to levy a one mill county tax for school purposes, provided a three-fifths vote is secured for the tax. Forty-two of the sixty-seven counties are now levying the tax. This special county tax increased the public school fund this year \$319,027.85.

SCHOOL IMPROVEMENT WORK.

The State School Improvement Association, organized in December, 1907, continues to do splendid work. Nearly every county in the State has an organization, and there are hundreds of local and city organizations.

While this work is under the general supervision of the Department of Education, the good women have special charge of the work, and they go about over the State increasing interest in school buildings, in bettering the equipment, in making the school grounds more attractive, and in causing the people, locally, to take a general interest in educational affairs. I cannot say too much in praise of the work accomplished by the State School Improvement Association.

GENERAL STATISTICS.

The biennial report for the year 1907-8 is yet in the hands of the printer, and for this reason it would probably not be amiss for me to give you some Alabama statistics. The school age in Alabama is from 7 to 21 years, and according to the school census, taken last July, there are 687,274 children of school age, 380,042 are white, and 307,232 are colored. During the year 1907-8, 386,478 were enrolled, and 258,998 of these were white and 127,480 were colored. The average daily attendance was 249,030, the whites being 162,937 and the colored

86,093. The average length of public school term for whites was 123 days; for colored, 95 days. The average monthly salaries were as follows:

White males	\$57	03
White females	43	85
Colored males	28	23
Colored females	23	37

The value of the public schoolhouses for whites is \$4,003,599; for colored, \$303,210, making a total of \$4,306,809. The estimated value of the public school libraries is, for whites, \$32,860; for colored, \$2,705, making a total of \$35,565. There are 7,757 public school teachers actively engaged in teaching in Alabama, and of this number 5,740 are white and 2,017 are colored. The available public school fund for the year ending September 30, 1908, was as follows:

Balance on hand from previous year.....	\$	80,835	63
State appropriation		1,454,961	97
Poll tax		133,299	39
Special county tax		319,027	85
Appropriated by towns and cities.....		165,586	51
From all other sources.....		213,950	63
 Total.....		\$2,367,661	98

In the above statistics I do not include the agricultural schools, normal schools, or any of our State colleges.

EDUCATIONAL NEEDS.

While we need compulsory education, public school classification and an amendment to the Constitution allowing local taxation by districts, I think the greatest and paramount need in Alabama is a qualified county superintendency. We made a fight for this at the last meeting of the Legislature and lost by a vote of 37 to 55. We propose now to take the matter directly to the people, and we are trying by speeches and correspondence to mold public sentiment."

ARKANSAS.

I feel that I am hardly doing the State of Arkansas justice, but I am giving the exact language of the State Superintendent's report to me.

Supt. George B. Cook writes: "There are now some 300 special school districts in Arkansas, most of which are attempting more or less high school work, but only about ten are doing the full four years' work, according to the standard of the General Education Board. However, B. W. Torreyson has been appointed Professor of Secondary Education and will begin his work of correlating and standardizing the high schools this summer.

There has been considerable activity for libraries, ground improvement, etc., through the School Improvement Association, of which nearly 100 societies have been organized, largely through the campaign organized by this department.

A constitutional amendment, which became effective in 1907, raised the State tax for school purposes from 2 to 3 mills, and permits a local tax of 7 mills.

There is a permissive act by which counties may, upon popular vote, decide to have a County Superintendent, but the Legislature is now considering an amendment to make the operation of this law mandatory. A bill for compulsory attendance is before the Legislature; also, for State uniformity of textbooks and for a State Board of Education."

I may add, from knowledge gained on the side, as it were, that recently, at a gathering of nearly 1,000 members of the Farmers' Union, a resolution demanding compulsory education for Arkansas was unanimously passed after a speech upon that subject by the national president of that association. Since the above was written, only day before yesterday in fact, the Legislature passed a State-wide law.

The State Normal School of Arkansas opened its doors for its first year's work at Conway on September 21 of last year and is now closing a very satisfactory year's work.

The Legislature now in session has given \$160,000 for the establishment of four secondary agricultural schools.

FLORIDA.

SCHOOL REVENUES.

The Land of Flowers is likewise a land of educational progress. Supt. Holloway writes: "The State school fund, the interest of which shall be exclusively applied to the support and maintenance of public free schools, shall be derived from the following sources: The proceeds of all lands that have been, or may hereafter be, granted to the State by the United States for public school purposes.

Donations to the State when the purpose is not specified.

Appropriations by the State.

The proceeds of escheated property or forfeitures.

Twenty-five per cent of the sales of public lands which are now, or may hereafter be, owned by the State.

The principal of the State school fund shall remain sacred and inviolate.

A special tax of 1 mill on the dollar of all taxable property in the State, in addition to the other means provided, shall be levied and apportioned annually for the support and maintenance of public free schools.

Each county shall be required to assess and collect annually, for the support of public free schools therein, a tax of not less than 3 mills, nor more than 7 mills on the dollar of all taxable property in the same.

The county school fund shall consist, in addition to the tax already mentioned, of the proportion of the interest of the State school fund and of the 1 mill State tax apportioned to the county; all capitation taxes collected within the county; the net proceeds of all fines collected under the penal laws of the State within the county, and shall be disbursed by the County Board of Public Instruction solely for the maintenance and support of public free schools.

There are in operation about five hundred special tax school districts and the amount of money annually derived from the same is about \$200,000. The total receipts for all school pur-

poses in the State of Florida for the scholastic year ending June 30, 1908, was \$1,657,975.45.

HIGH SCHOOLS.

The annual reports of the County Superintendents of Public Instruction for the period ending June 30, 1908, showed that during the school year, for which these reports are made, there were operated forty-one senior high schools, seventy-five junior high schools and forty-one rural graded schools, being a total of 157 schools. The amount of aid from the State for the maintenance of these schools was \$59,800. The total amount appropriated by the Legislature for the purpose mentioned above was \$65,000, leaving an unexpended balance of 5,200.

LIBRARIES.

The county being the unit in the Florida school system, the Legislature has made no appropriation for the establishment and maintenance of libraries, but this is a matter which is left to the county boards of public instruction for direction. Under this plan great advancement has been made, but I am of the opinion that it would be wise for the State to assume at least partial control and direction of so important a matter.

SCHOOL IMPROVEMENT WORK.

On account of the increased activity of the County Superintendents of Public Instruction, aided by the various organizations of the women, great good has been accomplished in the improvement of school grounds.

COMPULSORY ATTENDANCE.

The sentiment for compulsory attendance upon the public schools is growing, but I am of the opinion that the only way to solve this problem is by the enactment of a county optional attendance law. The State Convention of County Superintendents and other school officers, which was held last week, quite unanimously endorsed a law of this character.

SUPERVISION.

Under the law enacted by the Legislature of 1907, regulating the salaries of County Superintendents of Public Instruction, there has been a very marked increase in the average salary of these officials, the average annual salary being now about \$1,200. This has been the means of securing more competent officials in nearly every instance. Consequently, the work of school supervision has received great impetus.

TEACHER TRAINING.

In addition to the courses for the training of teachers, offered by the various normal departments of the private institutions, there are normal departments maintained by the University of the State of Florida, the Florida Female College for white teachers, and the Colored Normal for colored teachers. For the special training of teachers, in addition to the efforts already mentioned, there are conducted each year, for a period of six or eight weeks, teachers' summer training schools at the University of the State of Florida, the Florida Female College and the Colored Normal School.

SCHOOL BUILDINGS.

Within the last year there has been a general awakening among the people along the line of better school buildings. During the scholastic year, 1906-7, there was spent for new buildings the sum of \$139,791.43, and for the scholastic year 1907-8, \$188,062.46.

SCHOOL LEGISLATION.

The State Convention of County Superintendents and other school officers, which closed its session last week, quite unanimously endorsed bills providing for legislation along the following lines: Libraries, high schools, certification of teachers, county uniformity of text-books, investments of principal of State school fund in certain county securities, as well as in State and federal securities, teachers' pensions, teachers' summer training schools, etc.'

GEORGIA.

SCHOOL REVENUES.

The school revenues for Georgia, for the fiscal year ending January 1, 1909, were as follows:

Balance from preceding year.....	\$ 184,069 86
Local tax	1,195,315 37
Other sources	412,033 89
State appropriation	2,000,000 00
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Total.....	\$3,791,419 12
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This is an increase of about \$700,000 over what was reported in 1908.

The State appropriation, divided among 703,000 children, according to the census of 1903, gave a per capita of \$2.82 $\frac{1}{2}$. If the entire sum expended on common schools had been equally distributed it would have increased the per capita to about \$5. The State's appropriation for the current year is \$2,250,000, an increase of a quarter of a million dollars over the appropriation for 1908. The per capita for this year from the legislative appropriation alone is 3.046 for 736,000 children. This is the high-water mark of State aid to the common schools in Georgia, and local taxation and other revenues will increase during the year in like proportion. In addition to this the Legislature, at its session last summer, gave to the—

State College of Agriculture for maintenance for 1908.....	\$ 55,000 00
State College of Agriculture for maintenance for 1909.....	50,000 00
The University of Georgia for repairs.....	10,000 00
The State Normal School.....	22,000 00
The Georgia Normal and Industrial College.....	22,671 76
The Technological School.....	5,000 00
To eleven district agricultural schools, approximately.....	77,500 00
<hr/>	<hr/>
Total.....	\$242,171 76
<hr/>	<hr/>

Except in the case of the agricultural schools, these sums were in addition to a liberal maintenance for two years, which

had been granted at the previous session. All this—and it was not a good session for appropriations either!

HIGH SCHOOLS.

In Georgia there are now 109 schools having credit relations with the University of Georgia. Forty-five others have applied for such recognition and are awaiting inspection. There are, moreover some thirty or forty high schools in the Mercer (Baptist) system and the Methodist Conference system, some of which are well supported and endowed institutions, doing excellent work. Perhaps there are as many uncorrelated, unattached and unstandardized schools as I have enumerated, doing more or less work of secondary grade. To all these must be added the eleven district agricultural high schools, which began operations seriously last fall. All told, then, there must be in Georgia some three hundred institutions well within the limits of a junior high school, and these in spite of a Constitution which almost prohibits State aid to schools of this rank.

LIBRARIES.

There are in Georgia nineteen local tax counties which report 176 libraries containing 31,875 volumes worth \$21,008.50; 127 nonlocal tax counties, which report 733 libraries, containing 60,348 volumes worth \$34,895, and local city or town systems, which report 72 libraries, containing 38,589 volumes worth \$20,265, making a total for the common school system, imperfectly reported, many reports being missing, of 981 libraries, containing 130,809 volumes worth \$76,168.50.

In addition to the above, about one-half of the high schools report 86 libraries, containing about 43,190 volumes worth \$51,052.30. Doubling this number for unreported schools, which is less than fair, the high schools would have 172 libraries, containing about 86,000 volumes worth about \$100,000.

This, in turn, added to the reports of the common schools would give us for the grade and high schools of the State 1,153 libraries, containing 217,250 volumes worth about \$175,000 or \$200,000.

This is an increase of more than 50% in both the number of books and their value, as reported last year, and is a great underestimate, due to the difficulty in getting correct reports, or, indeed, any reports at all.

SCHOOL BUILDINGS AND EQUIPMENT.

During 1908 there were built 291 schoolhouses at a total cost of \$614,398. This was a falling off from the report of 1907 of seven buildings, but an increase in value of about \$208,000, the average value of buildings constructed during the year being more than \$2,000. During 1908, also, there were repaired 462 buildings at a cost of \$63,931. About \$700,000 were spent, then, on buildings and repairs last year; and, as our school term was about five and three-fourths months long on an average, nearly two and one-half houses were built each school day and four repaired. The total number of schoolhouses belonging to county boards of education, as reported this year, is 2,529 and worth \$3,098,105. The average value of these houses is about \$1,225. This is all rural property and does not include twice as many houses used by these boards for school purposes. The total value of other property, including school and office furniture, and apparatus, is \$588,836.

AGRICULTURAL EDUCATION.

On the first of January the State College of Agriculture opened the doors of its magnificent \$100,000 building and domiciled itself there permanently. During the fall of 1908 the eleven district agricultural colleges began serious work, with about 750 students in attendance. The plants of these schools are worth from one-half to three-fourths of a million dollars. In addition to this, one of our normal schools established a chair of agriculture, and a part of the training of the teachers in this institution is practical kitchen gardening.

SCHOOL IMPROVEMENT.

School improvement goes on apace in Georgia. Under the leadership of Mrs. Walter B. Hill a great number of local societies have been formed and much telling work done. Then, too, much credit is due the various branches of the Federation of Women's Clubs for their interest in this work and in all work for the betterment of educational facilities.

TEACHER TRAINING.

Georgia maintains two normal schools, which enroll annually approximately 1,000 students; and it probably is now an open secret that the university contemplates erecting a \$50,000 building at an early date and expanding its pedagogical department into a well equipped school of pedagogy. In addition, institutes are held in each county every year, and the State appropriates \$5,000 annually for a summer school at the university, the sessions of which are attended by more than 500 teachers.

SCHOOL LEGISLATION.

There was no legislation affecting the schools during 1908, although much is needed to unfetter them and let them grow, as they are ready to do. An unfavorable Constitution, and inane, antiquated laws, rooted in the intense conservatism of our people, is the bane of Georgia's school systems.

COMPULSORY EDUCATION.

We have no State-wide compulsory law. One county, Richmond, has a "near" law. But sentiment for compulsory education is rife, and becoming rampant in certain quarters. The next Legislature, which meets during the summer, will be called upon to consider the subject: and it is as certain as anything of that nature can be, that within the next few years every child in Georgia will have of necessity to take the opportunities provided for him by the State.

KENTUCKY.

Perhaps in no State in the Union has there been such an educational upheaval as in Kentucky during the last twelve months.

SCHOOL LEGISLATION.

The last Legislature passed two bills of note, namely, the County School District Law and the Educational Commission Law. The first of these requires "every county to be subdivided into not less than four, nor more than eight, subdivisions. Each subdivision is, in turn, subdivided into school districts, and the law expressly provides that these districts shall be made with reference to the white children of the State. One trustee is elected in each district, and the trustees in each subdivision constitute a division board.

They organize and elect a chairman and secretary, and this division board will elect school teachers in their districts and control all the schools in those districts. The chairman of each division becomes ex-officio member of the County Board of Education, of which board the County Superintendent is chairman.

SCHOOL REVENUES.

Under the County School District Law the local taxes, since July 1, have been greatly augmented in nearly every county of the State. Prior to the adoption of the law no county tax whatever was levied. The maximum limit under the new law is 20 cents on each \$100 of assessed valuation of property.

Fully one-half of the counties of the State have levied the maximum limit, and scarcely a county has levied less than 10 cents.

SCHOOL IMPROVEMENT.

Since the 15th day of August hundreds of schools throughout the State have been consolidated and larger districts formed. Under the old law there was no minimum number of pupils in the district. Under the new law no district shall contain fewer than

forty pupil children, and consolidation and transportation may be provided for. In several counties of the State plans are on foot already for transportation of the pupils.

HIGH SCHOOLS.

This law requires the establishment of one or more county high schools in each county of the State. These high schools must be established during the next year and must conform to the course of study prepared by the State Board of Education. By these high schools, with uniform courses of study, we are enabled to make the course in the grades uniform throughout, thereby giving a unified system from the grades to the State university.

EDUCATIONAL COMMISSION.

The duty of the Educational Commission, as stated in the act creating it, is "to make a thorough investigation of the whole school system and all the educational interests of Kentucky, and the laws under which the same are organized and operated; to make a comparative study of such other school systems as may seem advisable, and to submit to the next General Assembly a report embracing such suggestions, recommendations, revisions, additions, corrections and amendments as the commission shall deem necessary." This commission is already at work and hopes to be able to present to the General Assembly of 1910 a code which shall be simple, modern and suited to Kentucky's peculiar conditions.

COMPULSORY EDUCATION.

"We have," says Supt. Crab, "for the current year for the first time a compulsory school law that really compels. It is applicable only to the cities of the first, second, third and fourth classes, or to all with a population of more than three thousand. This has largely increased the attendance in all the cities. No increase in the rural schools. No increase has been made in the length of the average term.

STATE INSTITUTIONS.

What was known as the State College at Lexington was changed into the State University by legislative enactment (1908). Kentucky maintains two normal schools which were established in 1906. One in the eastern district is located at Richmond, and the one in the western district is located at Bowling Green. Under the law establishing State normal schools each county is entitled to one or more appointments of scholarships.

The recent General Assembly appropriated \$200,000 to the State University for new buildings and improvements, and \$150,000 to each of the State normals for a like purpose, and made additional appropriations for the maintenance of all these institutions.

A Kentucky Normal and Industrial School for colored persons is maintained, and is located at Frankfort. The 1908 session of the Legislature appropriated \$40,000 for the erection of new buildings and for equipment.

CENSUS REPORT.

The census report for the year 1908-9 shows a school population of 739,352, of which 587,051 were reported for the rural districts. The latest statistics of enrollment which have been compiled is for the school year 1907-8. The enrollment was 441,377 and the average attendance 260,843. For that year the census report was 734,617. During the same school year there were approximately 3,392 male and 5,257 female white teachers and 1,274 colored teachers. The total revenue for school purposes that year amounted to \$3,805,997.01; of this sum, \$2,437,942.55 came from the State treasury.

CAMPAIGN.

We inaugurated in Kentucky the "Whirlwind Campaign," which began on November 28, and swept over the State. For eight days some twenty-five of the most prominent educators

and best speakers in the State placed themselves at the disposal of the Superintendent; sacrificed time, comfort and talent to preach the gospel of education in every one of the 119 counties of the State. From two to three speeches were made in each county, and the "Whirlwind Campaign," as it was called, seems to have been a great success. Everywhere interested audiences, and in many places large crowds greeted the speakers, and reports from every portion of the field indicate increased enthusiasm and far reaching results. Kentucky is awake at last and determined not to be outstripped by her sisters of the South in the march of human progress, or even to take much of their dust."

LOUISIANA.

HIGH SCHOOLS.

And now comes the Creole State. Supt. Harris says: "We have seventy accredited high schools in this State. The courses of study, laboratory, daily schedules, etc., are under the supervision of the State Board of Education. They are visited regularly by the State High School Visitor, who gives all of his time to this class of work.

We have no compulsory attendance in this State.

LABORATORIES.

In every high school of the State new laboratories for the science work have been installed. This requirement has been only recently passed by the State Board, and any school wishing recognition must purchase the necessary amount of laboratory equipment and have it approved by the State Department before it can gain the desired recognition.

LIBRARIES.

Under our law any room or school which raises as much as \$10 has the right to call upon the parish board for an additional \$10, the money to be used in buying a library for the room or school. After the library has been established, a room or school

which raises \$15 has the right to call upon the parish board for an additional \$5, this money to be used in adding to the library already established. This law has given a wonderful stimulus to the library movement in the State, and I think it safe to say that most of the public schools of Louisiana have libraries, containing at least a few good books suited to the advancement of the children in the schools.

SCHOOL REVENUES.

The schools receive 1 13-20 mills from the State. Each police jury is required to devote as much as 3 mills of the parish taxes to the public schools. All of the poll taxes are turned over to the school boards; fines and forfeitures and interest on money realized from sixteenth sections, and certain other moneys are also devoted to the use of the public schools. Probably more money is realized from special taxes voted by parishes, wards, or other school districts for the purpose of improving or maintaining their schools, than from any other source.

TEACHER TRAINING.

We have one State Normal School, the purpose of which is to train teachers for work in the public schools. There is a teachers' training department in the State University, located at Baton Rouge; in Tulane University, located at New Orleans; a normal school situated in New Orleans and maintained by the school board of that parish. Graduates of certain other institutions are permitted to teach, provided they pass an examination in the Theory and Art of Teaching.

SCHOOL BUILDINGS AND EQUIPMENT.

School districts have the right, under our law, to vote special taxes, to be used in building, equipping and maintaining schools. Under this law our people are constantly putting up adequate buildings and equipping them with comfortable furniture.

IMPROVEMENT OF SCHOOL GROUNDS.

There is a State School Improvement League, which has branches in every parish in the State. These organizations are devoting a great deal of attention to the improvement of school grounds, schoolhouses, etc.

SUPERVISION.

Candidates for the position of parish superintendent are required to pass an examination upon the subjects of the Theory and Art of Teaching, School Administration and School Supervision. These superintendents devote their entire time to school work in their respective parishes. In the high schools the principals are required to devote two periods of forty minutes each to this work of supervision.

MISSISSIPPI.

HIGH SCHOOLS.

Mississippi, in her modesty, has been unjust to herself but kind to the audience. Her annals are brief—not so her progress. According to Supt. Powers: “The last Legislature of Mississippi, which adjourned the latter part of last April, passed an Agricultural High School Bill, which provides a high school of this kind for each county, the State appropriating \$1,000 for each, the balance to be raised by local taxation. About fifteen counties are preparing to take advantage of this measure—buildings now in process of erection, etc. The bill requires each county to donate at least twenty-acres of land, a school building and a dormitory to accommodate at least forty boarders. We believe here that this act of the Legislature will be more far reaching in benefiting our educational system than any measure ever passed. The regular high schools are being built throughout the State. About twelve commodious brick structures have been erected within the past six months.

LIBRARIES.

Our library law, which gives a school \$10 when the school raises an equal amount, has begun the building of libraries in hundreds of our rural schools.

SCHOOL REVENUES.

Our State appropriates a million and a quarter dollars direct from its treasury, while the poll tax is retained in the county in addition. In addition to this, we have our Sixteenth Section Fund, Chickasaw School Fund, etc.

TEACHER TRAINING.

This is our weak point. Our State has no training school. The departments of education at the State institutions are doing splendid work, but they are able to furnish but a small per cent of trained teachers for our schools.

IMPROVEMENT OF SCHOOL GROUNDS.

We are planning to put a strong woman in the field to push our school improvement work. While the association has done good work it has been much hampered for lack of funds.

SUPERVISION.

Our county superintendents, as a whole, are very efficient. They have organized corn clubs, domestic science clubs and school improvement associations in more than thirty counties.

NORTH CAROLINA.

All the world knows what wonderful strides the State of North Carolina has been making with her "seven league boots" during the last few years, under the leadership of a brilliant galaxy of young educational statesmen. I should like to quote Supt. Joyner's report in full, but both time and space forbid:

SCHOOL REVENUES.

Total available school fund.....	\$3,294,231 70
Raised by general State and county taxation.....	2,643,492 50
Raised by special local taxation.....	650,739 40
Increase in school revenues during last scholastic year....	431,013 91
Increase in revenues by special local taxation.....	104,607 87
Number of school districts levying special tax for schools in addition to the regular State and county taxes....	757
Number of such districts voted during the year.....	146

HIGH SCHOOLS.

Total number of rural public high schools supported by State, county and district appropriation.....	159
Annual State appropriation for rural public high schools.	50,000 00
Total spent during the year for rural public high schools.	91,415 99
Enrollment in rural high schools.....	3,949
Average daily attendance in rural public high schools...	2,963

RURAL LIBRARIES.

Total number of rural libraries to date.....	2,228
Number established during the year.....	438
Estimated number of select books.....	180,000
Amount expended biennially for establishment and en- largement of rural libraries.....	22,500 00

SCHOOL BUILDINGS AND EQUIPMENT.

Number of new schoolhouses built and equipped during the last scholastic year.....	404
Total expenditure for schoolhouses and equipment during year	303,706 00
Per cent of increase in value of public school property during past decade.....	400%

TEACHER TRAINING.

Total number of teachers' training schools, white.....	4
Total number of teachers' training schools, colored.....	3
Number established during the year, white.....	1
Total expended by State for the maintenance of teacher training schools—	
White	143,000 00
Colored	35,200 00
Increase in appropriation for teacher training for this year	81,500 00

INCREASE IN SCHOOL REVENUES—SCHOOL LEGISLATION.

The General Assembly of 1909, adjourned in March, increased the annual State appropriation for public high schools \$5,000. The increase in State appropriation for the annual support and permanent improvement of teacher training schools was \$81,500; for the university was \$6,000; for A. and M. colleges was \$24,500. An increase of \$25,000 was made in the annual State appropriation to the lower public schools, to be distributed per capita. An amendment was made to the law for a four months' school term so as to require each county receiving aid therefrom to raise, by special county taxation on all property and polls of the county, an amount equal to that received from this State appropriation. The effect of this will be to increase the annual revenues for public schools in fifty-four counties of the State at least \$55,000. The result, therefore, of the legislation of the General Assembly of 1909 will be an annual increase of about \$100,000 for the lower public schools, exclusive of the increase in revenues for the higher educational institutions.

COMPULSORY EDUCATION.

An important amendment was made to the Compulsory Attendance Law, whereby compulsory attendance may be secured by order of the County Board of Education, in any school district or any township in any county upon petition by a majority of the patrons of the school or schools in such district or township. The women, as well as the men, are allowed to be petitioners. The old law required an election and a majority of the qualified voters for the establishment of compulsory attendance. Another amendment authorizes the County Board of Education to order compulsory attendance of their own motion, without petition or election, in districts in which the enrollment is less than 60% and the average daily attendance is less than 35% of the school population. These amendments open the way to conservative progress in compulsory attendance. It is expected that a number of districts and townships will adopt it during the next two years."

OKLAHOMA.

Like Minerva, the Baby State comes into life full-grown and full-armed, and goes at once to the head of the procession.

HIGH SCHOOLS.

In Mr. Cameron's report he says: "At present there are but two county high schools—one in Logan County, located at Guthrie, and one in Alfalfa County, located at Helena. All of the first class cities of the State have, of course, city high schools, under the control of the city school boards.

LIBRARIES.

A special library law was passed several years ago, which provides that there shall be appropriated for libraries, in districts employing one teacher, not less than \$5 nor more than \$10 each year; in districts employing more than one, and less than four teachers, not less than \$10 nor more than \$25 each year; in districts employing more than three teachers, not less than \$25 nor more than \$50 each year; cities of the first class, not less than \$50 nor more than \$100 each year.

SCHOOL REVENUES.

Revenues of the school are derived from three sources: First, a local district tax, which may run from 5 to 15 mills for school purposes, and 5 mills additional for building purposes, making 20 mills. Second, from the county tax. The county may levy a 2-mill tax, not over 1 mill of which shall be for the county high school. Third, from the apportionment of the State school fund, derived from school land rentals and leases. This runs from \$1.50 to \$2 per year per capita."

The school lands referred to, which are held in reserve for the common schools, number 1,413,085 acres. The value of these lands, at \$20 per acre, is \$28,276,208. What a wonderful fixed fund for common school education! With wise management it will increase year by year.

TEACHER TRAINING.

“We have training schools for teachers in each of the five State normals, State University and A. & M. College.

SCHOOL BUILDINGS AND EQUIPMENT.

The biennial period covered by the present report has been one of unprecedented advancement along all educational lines, and especially in the eastern part of the State, where there were no free public schools prior to statehood on the 16th of last November, a year ago. Children in that part of the State, formerly known as Indian Territory, were left to grow up in idleness and ignorance, and their condition was pitiable in the extreme; but now, under statehood, this has been changed and public schools are within the reach of all. During the past year 2,200 school districts and 2,200 public schools have been established in that portion of the State where previously a vast majority of the children were without educational advantages of any kind. Many new schoolhouses have also been built in the old part of Oklahoma, and the sentiment over the whole State is emphatically for good schools. The old dilapidated box house is rapidly disappearing and handsome frame or brick buildings are taking their place.

The salaries of male teachers range from \$75 to \$200 per month, while the salaries of female teachers range from \$50 to \$90, according to the position filled. With our splendid school fund, which is rapidly increasing, we will soon be able to offer teachers better salaries in Oklahoma than can be paid in any other State in the Union.

COMPULSORY ATTENDANCE.

This is the only State in the South which has a really effective compulsory attendance law. The law provides: “It shall be unlawful for any parent or guardian living in the State of Oklahoma to neglect or refuse to cause, or compel, any person or persons who are, or may be, under their control as children

or wards, to attend and comply with the rules of some public, private or other school or schools, unless other means of education are provided for a term of from three to six months, in the discretion of the school district board or boards of education of cities of the first class, the term to be fixed by general order at the annual school meeting, which shall apply to all children in the district, each successive year, from the time said children are eight years old until they are sixteen years old, unless they are prevented by mental or physical disability; the question of disability being determined by the board, or by a certificate to that effect from a duly licensed and practicing physician, or by reason of having already become proficient in the standard studies from attendance upon such private, public or other school or schools, and provided that in such cases they shall be excused by the superintendent of a public, private or other school, or by the Board of Education of the school district in which said children or wards may live at the time of such failure to attend such public, private or other school or schools.”

SUPERVISION.

“A new school law has just been passed raising salaries of County Superintendents and providing for two or more school-houses in each district.”

SOUTH CAROLINA.

HIGH SCHOOLS.

Supt. Swearingen says: “The high school movement is the most encouraging feature of the educational situation in South Carolina today. It was begun in the fall of 1907, and ninety-six State-aided high schools are at present in operation. The inspector is insisting on rigid compliance with the high standard set for the best schools, and his work is being endorsed by all the educational forces of the State. In a large number of high schools a special high school tax is levied.

LIBRARIES.

The library law has been in operation for five years. The fortieth annual report of this office shows that approximately 1,200 libraries have been established, containing 200,000 volumes valued at \$60,000.

SCHOOL REVENUES.

South Carolina has the largest constitutional levy in the Southern States—the 3-mill constitutional tax raised last year \$778,000. This was supplemented by special taxes voted in the separate school districts, by the poll tax, and by the profits derived from the county dispensaries. The total expenditure for common school purposes in the State during the school year 1907-8 was approximately \$1,500,000. The State colleges received \$380,000, one-fourth of the entire amount appropriated from the State treasury. Estimating the income of private and denominational schools of every grade, in connection with tax revenues, I should say that the educational expenditure in South Carolina, for the last school year, was, in round numbers, \$3,000,000.

TEACHER TRAINING.

Teacher training is receiving less attention than it did three years ago. No State summer school has been held in South Carolina since 1906, and the Legislature, at its last session, January 1909, failed to make any appropriation for this work. The State Normal School for Girls, at Winthrop College, received, however, the largest appropriation ever made from the State treasury to an educational institution in South Carolina.

An earnest effort is being made to induce the Legislature to reestablish the summer school work in 1910.

SCHOOL BUILDINGS.

One hundred and forty new buildings were reported last year. Their cost was 65,319.61. The following items might also be of interest:

Repairs to old buildings.....	\$27,490	22
Furniture	22,657	85
Apparatus, globes, maps and charts.....	3,731	22

A considerable number of towns are issuing bonds to construct modern school buildings.

SCHOOL IMPROVEMENT.

The Rural School Improvement Association is waging a vigorous campaign for the beautifying of school grounds. Their work is resulting favorably in hundreds of communities.

COMPULSORY ATTENDANCE.

No compulsory attendance law is on our statute books. The present State Superintendent of Education favors the enactment of a law submitting the question to the decision of the electors and resident freeholders in any school district, county, etc.

SUPERVISION.

The greatest improvement in county supervision is evident in the lengthening of the term of the County Superintendent of Education. Twenty-one counties now have a four-year term.

SCHOOL LEGISLATION.

The Legislature passed two important acts at its recent session. One of these appropriates \$20,000 to lengthen the term of any school which runs less than one hundred days, provided the patrons of the school subscribe one-third of the teacher's salary for the time during which the term is lengthened; the other law amends the present high school act by requiring each high school district to levy at least a 2-mill tax for school purposes."

TENNESSEE.

HIGH SCHOOLS.

Supt. Jones informs me that "high schools have been established in Tennessee in twenty-three counties. Our high school

system is purely a county system—the State thus far not having contributed anything to their support, nor has the State had any inspection or control over these institutions; hence, you see that there is necessarily a lack of uniformity. Under these disadvantages, however, we have made substantial progress. We now have \$400,000 worth of high school property and fifty high schools with an enrollment of 3,167 pupils. A measure, which has passed the House, providing for State support and State regulations for high schools, is now pending in the Senate, and we have every reason to believe will be enacted into law. With the passage of this measure, we will be able to secure within the next few years at least one high school to each county in the State, with all of the high schools standardized and classified by the State Board of Education.

LIBRARIES.

While the State makes no direct appropriation for school libraries, yet the communities in Tennessee are doing a great deal in the way of establishing libraries for themselves: 21,857 new volumes were added to the school libraries in this State during the past year. There is a measure pending in the Senate, which has already passed the House, providing for an annual appropriation of \$9,000 a year for rural libraries. With the interest in libraries that is already awakened, this appropriation on the part of the State will enable us to add \$30,000 or \$40,000 worth of books each year to the school libraries of the State.

SCHOOL REVENUES.

The school revenues of Tennessee are derived from two sources, namely, the State and county. This year the State will appropriate \$692,000 against \$436,000 two years ago. The total annual receipts for school purposes for the year ending June 30, 1908, amounted to \$3,506,969.56. You can see from this statement that the county contributes more than three-fourths of the total amount of the funds.

TEACHER TRAINING.

At present the Peabody Normal College, located at Nashville, is the only institution for the training of teachers within the State, and it is not a State school. However, a large number of our public school teachers are attending the county high schools that are being established in the different counties, and there is a bill pending in the Senate, that has passed the House already, providing for the establishment of three normal schools for the white race and one for the colored.

SCHOOL BUILDINGS.

This department issued, last year, a book of schoolhouse plans, which plans are being adopted by the various boards of education; and the style of schoolhouse architecture, as well as the convenience and comfort of the school room, is being greatly improved. There was spent last year for the erection of public school buildings \$400,000, and the value of all of the public school buildings and grounds in the State is estimated at \$8,187,169.

The school buildings and grounds are being greatly improved and school improvement associations are being organized in different portions of the State for the purpose of improving the school buildings and grounds through local endeavor.

COMPULSORY EDUCATION.

Several counties of this State have compulsory attendance laws. However, the laws have not been in force long enough for us to give any accurate estimate of their workings or worth.

SUPERVISION.

While the supervision of the schools of the State is necessarily inefficient, because of the salaries paid to the superintendents, yet the efficiency is gradually increasing, and the salary of County Superintendents have been more than doubled in the past five years."

TEXAS.

Now hear Supt. Cousins, of Texas: "Replying to your circular letter of March 19 I beg leave to say that during the last year the people of Texas have built thirty high schools, ninety-nine libraries, containing 38,733 volumes, and have increased the school revenue \$867,013. The Legislature has created an addition of one new normal school and added departments for training teachers in agriculture, manual training and domestic science to the three already established, providing for giving instruction in agriculture and allied subjects in the six State schools of higher learning. Forty-four new schoolhouses have been built in cities and towns, and innumerable improvements have been made in the grounds of others.

A compulsory attendance bill passed the House of Representatives at the present session of the Legislature, but failed by a narrow margin in the Senate.

Within the last two years nearly seventy County Superintendents have been added to a list of forty-four. These Superintendents are required to be men possessing first grade teacher's license, or higher grade certificates, giving their whole time to the work of supervising the county schools.

The present session of the Legislature is the most liberal one with school matters that has assembled at the capitol in the history of the State, so far as I know, while the present Governor is a wise and powerful friend of the common schools. The future for public education in Texas was never so bright as at present."

VIRGINIA.

HIGH SCHOOLS.

Note the following from Virginia: "The Legislature of 1906 appropriated \$50,000 per annum for high schools. We had, then, sixty-seven high schools. The result of this appropriation was to increase the number to 218. The Legislature of 1908 doubled this annual appropriation and added \$15,000 for normal training departments in high schools and \$20,000 for

agricultural, domestic economy and manual training departments in ten selected high schools. The number of high schools has been increased this year to 325. We have twenty normal training departments in selected high schools.

LIBRARIES.

The Legislature of 1906 appropriated \$3,750 annually for traveling libraries. This has enabled the State library to send out a great many traveling libraries among the schools. The Legislature of 1908 voted \$5,000 for permanent libraries, the citizens in each case to contribute \$15, the district school board \$15 and the State \$10. In January, 1909 we published a library list, containing nearly 1,500 titles. Since that list was published over 100 libraries have been established and we are receiving many applications daily.

SCHOOL REVENUES.

The Legislature of 1908 increased the cash appropriation for high schools from \$50,000 to \$135,000 as above stated. The Legislature increased the appropriation for primary and grammar schools from \$400,000 to \$465,000, including \$5,000 for teachers' pensions and libraries.

Our local revenues, which had been largely increased during the preceding years, were again slightly increased during the last year, so that we are now spending \$3,500,000 on primary and secondary schools. The appropriations for institutions of higher learning were increased by the Legislature of 1908 from \$433,750 to \$539,500.

TEACHER TRAINING.

The Legislature of 1908 established two new State normal schools for the training of teachers and twenty normal departments in high schools. We now have ten summer schools for white teachers and three for colored, and enrolling in these schools more than one-third of all of the teachers in the State.

SCHOOL BUILDINGS.

Virginia spent, last year, about \$400,000 on new school buildings. The law and our regulations require the location, plans and specifications of school buildings to be approved by the division superintendents and by this department. In all new buildings we require the light area to be one-fourth of the floor surface and the buildings to provide fifteen square feet of floor space and two hundred cubic feet of floor space for each child. A system of ventilation must be installed, which will give each pupil thirty cubic feet of pure air every minute. These requirements were put into a statute enacted by the Legislature of 1908. Except under very peculiar circumstances we require at least two acres of ground for the location of a school. The improvement of grounds is receiving much attention, not only from the school officials, but also at the hands of improvement leagues, composed of citizens and pupils.

COMPULSORY EDUCATION.

The Legislature of 1908 passed a law, providing that the people in each county might have compulsory education by a majority vote.

SUPERVISION.

An act of the Legislature of 1908 will revolutionize our system of school superintendents. The minimum salary will be \$900. While the State Board of Education is authorized to make exceptions to this general rule, yet the requirements are so carefully drawn that it is safe to say no such exceptions will be made. We hope to have expert supervision in all of the divisions in the State after July 1, 1909."

WEST VIRGINIA.

HIGH SCHOOLS.

Supt. M. P. Shawkey, of West Virginia, says: "At present there are about fifty-nine high schools in West Virginia. There

is a very encouraging movement in favor of district high schools, however, which I think will result in a very few years in establishing a large number of high schools of this character. Provision was made for the establishment of these in our school law, as revised in 1908. At the beginning of my term of office in March I established a division of high schools in connection with this department. At the head of this division is an experienced high school man, whose work it will be to make a thorough study of the high school situation in this State and furnish information and assistance in establishing high schools wherever conditions are ready for them. Already a number of districts in the State are taking steps toward the establishment of schools of this kind.

LIBRARIES.

The library movement in this State has been one of the most encouraging features of our educational progress. Within the last few years small libraries have been established in hundreds of schools throughout the State. These are for the most part the result of the efforts of teachers and pupils without any assistance from boards of education. Our revised school law, however, provides that boards of education may appropriate an amount not exceeding \$10 each year to each school for the purpose of purchasing books for libraries. In 1897 the number of books in libraries of this kind was about 8,000. At the present time there are about 200,000 books in such libraries.

SCHOOL LIBRARIES.

Revenues for the support of public schools come from two sources: local levies and the State distributable fund, which amounts to \$750,000 a year. The State educational institutions of higher grade are all supported by direct appropriation. The total expenditure of this State for school purposes is \$4,297,353.

TEACHER TRAINING.

The State supports six normal schools for the training of white teachers, and two schools having normal departments for

the training of colored teachers. An appropriation is also made each year for an endowed colored school to be used in the training of teachers. There are also a number of denominational schools in the State that have normal departments.

SCHOOL BUILDINGS AND EQUIPMENT.

In the towns and cities of the State very encouraging progress has been made in this line, most of the buildings being up to date in architecture and equipment. A decided advance is being made along this line in the rural schools also. In many sections the old type of rural school building is giving place to a more modern type, and better equipment is being provided.

COMPULSORY ATTENDANCE.

West Virginia has had a compulsory attendance law for about fifteen years. It was rendered more effective last year, however, by the enactment of a law which makes the appointment of truant officers by boards of education compulsory. We are not yet entirely satisfied with the results obtained, however.

SUPERVISION.

The most decided advance in this line within the past year has been the enactment of a law providing for district supervision. This provision is not mandatory, but twenty-five or thirty districts in the State have district superintendents.

SCHOOL LEGISLATION.

The most important recent legislation relating to education was the passage of an act at the session of our Legislature in February, prividing for a State School Book Commission and the uniform adoption of text-books. For a number of years we have had a system of county adoptions. This law was enacted as the result of a strong popular demand for a change from the present law."

This ends the record for the current twelve months—a record

of great achievement, one which ought to make glad the heart of every man who loves the South. Some time since a gentleman of great intelligence, who had traveled much and observed profoundly, made the prediction that this section would yet lead in the evolution of a type of education new to the world—a sounder, saner, more satisfactory type than that which now is. There are many hints in this record that the prophet may not be without honor. So mote it be.

The South is again facing the east. The dawn is breaking. The sky is clear. The sunrise promises to be glorious.

MR. JOYNER—The next speaker very earnestly requests that the exodus of school teachers for Oklahoma shall not begin until the end of his paper. There is no more significant or important movement in Southern education, or world education for that matter, than this movement of relating agricultural and industrial schools more closely to the life and needs of the people to be trained. Therefore we thought it proper that we should have a paper today from the man best prepared perhaps among the Southern superintendents to discuss this subject because of that movement now on in his State, and we have asked Superintendent Cook, of Arkansas, to discuss the “Agricultural and Industrial Movement in the South.” I take pleasure in introducing Superintendent Cook.

MR. COOK.

“THE AGRICULTURAL AND INDUSTRIAL EDUCATIONAL
MOVEMENT IN THE SOUTH.”

The mere mention of this subject, even in the most casual way, is sufficient to arouse the enthusiasm of every person in attendance upon this Conference. It is a subject of the broadest and most comprehensive significance and one that is coming more and more to hold that large share of attention to which it is so justly entitled in the minds of educators, of legislators, and, at last, in the minds of the citizens generally, whether of rural or urban communities.

This forward movement of such gigantic and rapidly increasing impetus is in no way peculiar to the South. While the movement has been undertaken more recently throughout the South than in some of the Northern and Eastern States, it is equally true that the development, the general acceptance and fruition in practical results have been more rapid and marked among the States here represented than in any other section of the country, or the world. I do not mean to infer that we have leaped ahead of the almost sublime accomplishments of those States in which the beginning of this movement was made, for this is far from true; and every State represented in this Conference has much to do and a long distance to traverse with utmost care before our agricultural and industrial standing will bear favorable comparison with a number of our sister commonwealths. Yet, it is true, patently so, that the condition throughout our beloved Southland today presents a contrast to that which existed yesterday, a yesterday well within the personal memory of many who hear these words, that is without historical precedent or parallel.

Indeed, it is not so much what has been accomplished already in relieving the striken and palsied condition of the South, faeed with the destruction of its industrial system, surrounded by material devastation, and shrouded in a mantle of grief; no, it is not those things that have been done that hold forth the greatest cause for rejoicing, wonderful as they are, but it is the mighty, onsweping force of the all-conquering revolution that has been started on a career that makes the suggestion of defeat impossible.

It is the bright, the dazzling promise of the future, the near future in touch and intimately linked with the present, that gives us the greatest cause for rejoicing. The analogy between the general situation throughout the South and the specific application of the major phase of the subject under consideration are not inapt. The seed has been sown, and we have the most complete assurance of the virility of the seed, the fertility of the soil and the promise of successful cultivation to a harvest of a new and grander South, reich in all the blessings of life with

a happy people, intelligent, industrious and returning thanks to the Great Ruler of All for the generous bounty of all things with which they are surrounded.

However, it is impossible to ignore the high marks of progress that have already been reached, for, after all, it is the record of the South's advancement during the past twenty years from which we draw the greatest encouragement for the future.

The story reads almost like a miracle, especially so when we remember the history of the South following the Civil War. In this period the property values of the South increased from \$7,000,000,000 to \$20,000,000,000, or nearly three hundred per cent.

Indeed, this is not all, for the South's increasing importance is furthermore shown by the growth in population from 16,000,000 to 27,000,000. That the character of this population is developing into an active and effective type of enterprise is shown in the industrial statistics. Manufactured products have increased, during the same period, from \$260,000,000 to 2,100,000,000. The increase of wealth and relative importance throughout the entire industrial fabric is in proportion to the few examples just cited. Yet, I repeat, this is but a beginning and indicates the future possibilities, so great, so startling in their immensity as to dwarf the present standards of comparison.

At present some 40% of the South's farming lands are unimproved. An area equal to one-half of the New England States lies in this wonderful country ready to be drained and converted into the richest agricultural land. What will the future reveal when all this land is brought into a high state of cultivation? when our population increases from its present number of 32 to the square mile to that of Illinois or Wisconsin of some 90 persons to each square mile? The South would then have a population of 60,000,000.

The increase in railroad building has been 382% in the South to 312% for the remainder of the country. Our exports exceed our imports annually by \$500,000,000, of which Southern cotton furnishes \$440,000,000 a year. So, Mr. President,

we have a country which, if it continues to prosper, will become the richest and most properous portion of this Union.

I have dwelt thus briefly upon the general industrial advancement in the South before presenting any of the specific educational campaigus that have been so potent in bringing about these results, and are our safeguard in assuming so much for the future, that we may fully appreciate the magnitude of the subject, and that the relation between these educational campaigns and the material, measurable, statistical results may be apparent.

I am very glad that the statement of this subject was given to me in just the careful form in which it was. I feel that those who outlined this program may have taken a deeper insight into this matter than might at first be noted in specifying "Agricultural and Industrial" education, rather than letting the presumption be that agricultural education might be implied sufficiently in the generic term "Industrial Education."

It is true that agricultural education in our schools, and outside the school through the splendid cooperation of the United States Department of Agriculture, the National Bureau of Education and the various State departments, colleges and stations, does not include all that is being done in industrial training, yet the relative importance of agricultural education is tactfully indicated in the statement of my subject.

I do not wish to overlook the importance of the manual work, the various commercial trades and other forms of industrial education that are becoming factors in our urban schools, but the advantages enjoyed in the schools of the cities and towns throughout the South are so much greater than obtain in the rural schools and the proportion of school population in the rural districts being a generous 80% of all the school population, the relative value of agricultural education becomes apparent, without recalling that the prosperity of the South must always depend upon her agricultural products.

Again, as the advantages of agricultural training in the rural schools are appreciated in equipping the boys and girls of those communities for the enjoyment of the fullest pleasure

and profit from their surroundings by according them a school training in harmony with their environment, the relative application of training suited to the environment of the boys and girls in towns and cities would quickly follow, if indeed it did not antedate the analogous movement in the rural schools which are, in all instances, even under the most advanced plans of supervision, much more difficult to reach with new ideals.

The term "Industrial Education" has not yet a well-settled, generally accepted meaning. It is sometimes applied to the training skill in various technical operations to be employed later in the arts. Again, the work of the trade school, where the chief aim is to develop skill in the processes of a given trade and little else demanded, is frequently spoken of as "Industrial Education."

Too often the conception of industrial education sees in skilled manipulative processes, of value to the individual, the chief end of such education and fails to recognize the extent and importance of the mental and moral training involved in securing this end.

While the difficulty in framing an adequate definition of so inclusive a term as "Industrial Education" is recognized, it seems necessary to offer such a definition as may be accepted for the purposes of this address. With this end in view the following is presented:

Industrial education has for its purpose the acquiring of a body of usable knowledge of greater or less extent relating to industrial conditions, processes and organization, and to the administration of affairs incident to the environment of the individual being educated, involving the gaining of some skill in the use of such knowledge, and the securing of mental, æsthetic and ethical training through the acquisition and use of the knowledge indicated.

A very terse and acceptable expression of the proper conception of industrial education was given by ex-President Roosevelt in his address at the semicentennial celebration of the opening of the Michigan Agricultural College in 1907, and which marked the fiftieth milepost from the very beginning of that broad agricultural and industrial education now so thor-

oughly established as an important factor in the school systems of every State in the Union. The result to be striven for, to quote President Roosevelt, is "as intimate relationship as possible between the theory of education and the facts of actual life."

Another quotation, taken from the notable address on the "Development of Agricultural Education," by Dr. Elmer Ellsworth Brown, Commissioner of Education, than whom we have no greater authority, and a quotation made use of in the National Report, shows in a comprehensive way the broad plan which must underlie the successful development of all industrial education. Dr. Brown outlines his ideal as follows:

A system of schools complete in its sequence from the lowest to the highest, in which the study of books is closely joined with training for some of the practical arts of life; in which all practical training is kept in vital touch with general education; in which the ability to form sound and stable judgments is sought throughout as a thing of very great price; in which the higher schools send into the lower schools an unbroken succession of teachers who both know the truth and are able to bring others to a knowledge of the truth; and in which, finally, the stream of knowledge fresh and new, from some department of pure research, shall never fail to keep fresh and bright the old wisdom of the ages gone before. Or, in more concrete statement, our elementary schools and high schools in country communities are still to be, primarily, schools of general education, but with much more training in the arts of the farm and the sciences lying near to those arts. Our State colleges of agriculture and mechanic arts are to prepare young men and women to read intelligently the literature of scientific agriculture, to form independent judgments in agricultural matters, and to bring their new knowledge into connection with the real work of the farm; these State colleges, moreover, are to provide well-trained teachers of agriculture and related subjects for the elementary and secondary schools; the colleges of agriculture, still further, are to be cooperative educational institutions and not merely special and local institutions—they are to cooperate with similar institutions in other States in order that the work of one may be strengthened by the work of all and cooperate with the universities of their several States for the innumerable advantages to both which may come from such united effort.

The National Department of Agriculture is undoubtedly to continue its remarkably wide and influential work, its expert investigations, the issuance of manifold and vastly useful publications and

its furtherance of all manner of agricultural education and research in the several States. Finally, the Bureau of Education is to do as thoroughly as possible the part of this work assigned to it. It can do its best work, I think, as a coordinating influence. It can bring to the notice of the less-favored institutions information concerning the experience of more advanced institutions. It can call attention from time to time to the relation of agricultural education to general education. It can survey the educational field and possibly point out dangers to be averted or weak places to be strengthened. It can, finally, discover things that need the doing and are not attended to by any other agency, and can see that some part of such lack is supplied.

As mentioned before, the beginning of agricultural education has been properly dated from the opening of the Michigan State Agricultural College, May 13, 1857. During the last few years the development of agricultural education has been marvelous, nor has the South been backward in this important movement.

The conditions have been favorable, and the correlated activities of the United States Department, with the hearty sanction of the President, in working harmoniously with the various State agricultural colleges and stations, have made the years just passed remarkable for accomplishment and have paved the way for triumphs much greater, especially in the South, where latent resources are on every hand.

In every Southern State there are school gardens supplied direct from the horticulturist at Washington. Publications by the many thousands have been sent in every direction by the U. S. Forest Service. The Meteorological Department has had two score of men in the field in addition to the establishment of weather stations throughout the nation and the circulation of valuable reports.

The Agricultural Department, proper, has pushed its work most vigorously under capable leadership and has extended its activities far beyond the proportion of appropriations for the purpose by improved methods of administration.

There is not a State in the South today but enjoys direct financial aid from the National Government in supporting its

agricultural colleges and stations, in addition to the cooperation of the United States Department in its actual work. Nor is there a State here represented that has not many demonstration farms conducted by adult farmers under supervision of the field agents in the farm demonstration work of the National Department.

It seems very probable that the farm demonstration work has accomplished much in popularizing industrial training and breaking down the prejudice against any form of "book learning" being applied to the farm.

The extent of this prejudice and the difficulties met by the first field operatives in farm demonstration was made plain by Dr. Arthur S. Knapp, who is in charge of this work. He stated, in a recent address before the General Assembly of Arkansas, that it required a signed guarantee that no loss should result from the experiment in order to persuade an intelligent farmer to permit his land and time to be used in cultivating a few acres under the supervision of the U. S. Department agents.

This was only a few years ago. It is needless to say the farmer in question was shown a profit and from that beginning has grown this movement which numbers the farm demonstrations now being conducted by farmers in the South by the tens of thousands. From this small beginning, also, have been developed similar methods by the State departments, and the old, irreproachable objection to any "scientific," or other interference, held by the farmer is rapidly melting away before the positive proof that it "pays to know how."

Just as fast as the farmer of the South comes to realize that husbandry is a trade, art, science and profession of the highest order, and that the schools will send back to him boys—aye, and girls, too—prepared to improve the methods, lighten the heavy burdens, add to the profits and multiply the comforts of the farm, just so fast is the Southern farmer becoming a staunch supporter of industrial education.

Indeed, industrial education has placed before our schools a new ideal and given educators a new goal to strive for. It has shown the way, if it has not already accomplished the fact,

of bridging the wide gap that has ever stood between the scholar and the worker, and has made it not only possible but reasonable to expect the same individual to know actively and to do intelligently.

Industrial education is rapidly removing the one complacent plaint of ignorance against scholarship, or at least against the product of our public schools. When the boy from school can actually raise more cotton and better corn, and can, with less hard physical labor, show greater profit on the farm than the boy who continued to plow and to hoe while the other studied; when the girl can cook, sew and keep house better because she has been to school, realize a much greater profit from dairy, poultry yard, or garden even, on account of her industrial training; when the schools return to the farm the sons and daughters, happy, contented and prosperous, making the farm a profitable business of varied departments and the home-life bright with comforts and happiness, wherein will the illiterate drudge find any pleasure in comparison, and what true father and mother, no matter how burdened with care or unfortunate for want of school advantages themselves, will longer grumble at the time wasted in book learning, or fear the lure of the city as before?

Can we not today, as never before, look ahead and measure the time when the country boy and girl will find in the public school that training which will fit them for the fullest enjoyment of their environment and which will, in turn, elevate the very environment until they may never feel their lot unfortunate simply because they were reared in the country? If this condition may be made true for the country boy and girl, it can be kept equally true for the children of town and city, while to both those of the rural and those of the urban communities will still be offered the opportunity for higher education.

That day has surely passed when the schools of the nation may look for their only finished product in the fractional per cent that climb the ladder of scholarship to the loftiest rung. Instead of merely making scholars by the occasional score our school will be making in ever-increasing millions successful men.

and women, citizens to carry on the work of making the South and every other section of the nation imperial in wealth and glory and forever safe in the patriotism of a wholesome people with moral and physical, as well as mental training. Those who have not looked at the subject closely and deeply may then be surprised to find that the number of those who are receiving higher education has increased many fold and that the universities have multiplied their power and scope and benefits to the land.

I note in a recent report of the Commissioner of Education that sixteen institutions for agricultural and industrial training of the negro in the South are valued at nearly \$5,000,000. The growth of these institutions, and their like, has been wonderful—the demand upon them almost amazing—and yet they are at the very threshold of their mission. Who can measure the hopefulness of this one side of industrial education? What may not this come to mean in the solution of the problem peculiar to the South, made doubly difficult because so misunderstood?

Today every State in the nation, to a greater or less extent, has agricultural education as an accepted item among its educational appropriations. The following brief, and partial, review of the agricultural and industrial legislation in the Southern States during the past two years is very indicative of the increasing popular demand for industrial training in the South:

Nearly all the States herein mentioned have assented to the Congressional Act of 1907 for increased appropriations to the experiment stations, making available the provisions of the Nelson Act, which increases the amount to each State \$5,000 a year, when the appropriation will become \$50,000 a year, and will be continued permanently at that rate.

The Alabama Legislature in 1907 appropriated \$4,000 annually for farmers' institutes; increased the annual appropriation for each of the nine agricultural schools \$2,000; increased the appropriations for farm improvements, and included appropriation of \$75,000 for an agricultural building.

In Florida the State aid to schools was increased to \$65,000

for 1907-8; \$10,000 was apportioned for farmers' institutes; \$5,000 for station improvements; \$40,000 for a new laboratory, and a further recognition of industrial training in the uniform course of study.

The General Assembly of Georgia in 1907 passed a concurrent resolution recommending appropriation by Congress for industrial instruction and the year before established a School of Agriculture and Mechanical Arts in each congressional district, at the same time establishing the Industrial and Normal School in South Georgia; made a special appropriation of \$100,000 for the Agricultural College, and provided for the reorganization of the Board of Trustees.

A new agricultural building was begun in Kentucky in 1907, and the Educational Commission appointed last year is now following up a line of inquiry that promises much for the cause of industrial education.

In Louisiana the Legislature authorized the employment of a farmers' institute conductor; established a branch experiment station; instituted a Chair of Forestry in State University; appropriated \$5,000 for payment of premiums at State Fair, and a \$40,000 laboratory was begun.

Maryland inaugurated commercial courses in high schools providing \$1,000 State aid for such schools, and the Governor has appointed a Committee of Five on Industrial Education to report to the next Legislature.

The Legislature of Mississippi in 1908 made appropriations for additional buildings for Industrial College and Agricultural College; authorized the establishment of an agricultural high school in each county, offering \$1,000 State aid to each, and authorized county boards to offer a maximum prize of \$50 in the corn growing contests.

In 1907 the County Courts of Missouri were given authority to establish agricultural experiment stations.

Specific authority was given the agricultural colleges of North Carolina to receive the United States appropriations in 1907.

Oklahoma has made effective, very generously, the constitutional provisions for agricultural and industrial training. The \$75,000 Morrill Hall has been erected; the Girls' Industrial College established; also the State School of Mines, with an appropriation of \$15,000, and provisions for farmers' institutes, appropriating \$101,399.

In 1907 the number of scholarships for the Agricultural College of South Carolina was increased from 124 to 164.

Tennessee appropriated, in 1907, \$100,000 for the extension of agricultural education and an additional \$40,000 to establish a station in Western Tennessee.

Texas appropriated for this work \$346,370 for the biennial term just closing, the largest appropriation for industrial education ever made by that State.

In 1908 legislation in Virginia was very encouraging: \$20,000 was made an annual appropriation for maintaining a department of agriculture, domestic economy and manual training in at least one high school in each congressional district; \$75,000 was appropriated for the establishment of a State Normal and Industrial Training School for Women. The Department of Mines was added to the Agricultural College with \$6,000 for equipment. Not least in the advancement in Virginia was the appointment of the Educational Commission to report to the next Legislature.

In Arkansas the popular demand for agricultural and industrial instruction has been multiplied quite recently, and, as in the case in many States, the Farmers' Union has made its power felt in this direction. The scope of the experiment station has been broadened; substations have been established; the agricultural department of the university strengthened, and elementary agriculture has been added to the course of study for rural schools.

Governor Donaghey is the avowed and consistent friend of agricultural instruction and has made the advancement of industrial training a part of his administration policy.

The General Assembly, still in session, has just passed a

bill authorizing the establishment of four agricultural schools and appropriated \$160,000 for this purpose. The general appropriation bills have not been passed, but it is not thought that this cause will suffer, although a policy of economy may mark the appropriations for the ensuing biennial term.

A resolution is now before our General Assembly to authorize the appointment of a Commission on Education, to conduct exhaustive investigation of educational conditions similar to the commissions that are now doing such splendid work in Texas, Virginia, Maryland and Kentucky.

Another phase of agricultural instruction, which has proved alike popular and beneficial in both North and South, is the Boys' Corn Growing Contests.

The Department of Education in Arkansas, with the co-operation of the State Commissioner of Agriculture, the State University, the Experiment Station and the National Department, began a campaign for the Boys' Corn Club the first of this year, and as a beginning I am proud to say over five thousand boys in Arkansas have entered the movement.

I am just in receipt of a communication from Dr. O. B. Martin, assistant in farm demonstration work, in which he writes enthusiastically of the Boys' Corn Clubs in the South. The U. S. Department has enlisted over a hundred County Superintendents and the plan is being successfully carried on in Mississippi, Alabama, Georgia, North Carolina, Virginia, Oklahoma, South Carolina and Arkansas.

If this movement is properly developed and encouraged in all the Southern States all the rural boys and girls may be enlisted in farm and home development within the next few years. The corn and cotton growing contests by the youth and the farm demonstrations by the adult farmer will soon bring the practical side of industrial education to the understanding of every citizen in the South. They will understand the direct relation between such industrial education and the dollar mark, and many are the men who will give you their votes from that time on without ever inquiring deeper.

The progress herein discussed reaches its highest point, per-

haps, in Wisconsin where the average annually for each farm is \$1,260, while in the South it is less than \$160 net gain for each farm. The climate, the soil, the moisture and the atmosphere afford no explanation of this difference. Nature, on the other hand, indicates the greater productiveness for the South rather than the North. The difference is in the seed selection, the soil preparation and the cultivation. The entire difference is in applied industrial education. Yet what a difference!

The South is less understood and more misunderstood than any other section of our country. Our resources should be compiled and exploited to the world. Indeed, to the whole world, including our very selves and our neighbors! What numberless open doors of opportunity would be revealed on every side by geological surveys showing the wealth of our minerals; topographical survey showing what is now being raised and what can be produced; health reports showing our low mortality; weather bureau records showing our climatic conditions, rainfall, temperature and days of sunshine; a census showing sparsely inhabited regions, and maps showing streams, railroads and shipping facilities. Golden opportunities, waiting only the trained intellect to comprehend and the trained hand to grasp, yielding a bounteous reward out of all proportion to the easy conquest.

In each State, where they do not now exist, there should be a real university which is striving to become a genuine instrument of service for its constituency. Such an institution should be the source of the true exploitation of the latent wealth in natural resources and neglected opportunities.

The University of Wisconsin is the type, when through its agricultural and industrial leading the people are producing annually over \$50,000,000 more than they were producing when this great school began its wonderful development under the able direction of President Van Hise and Dr. Russell, Dean of the Department of Agriculture.

Before any system of higher education can be of substantial advantage to farming it must have its head in a democratic and a sympathetic, as well as a real university. The university must

become the active instrument of the State. To bring this about there must be a strong factor in the Board of Trustees so keenly interested in agriculture that it will use its power to compel the university to accomplish the really great agricultural ends which can be effected in no other way.

The National Education Association has added the Department of Agriculture. The Farmers' Union and the Y. M. C. A. have joined the farm demonstration movement. Every force and organization for educational advancement has accepted some phase of industrial training as a necessary adjunct.

Throughout the South a gradual broadening has included industrial education of some form in every division of the school system. There have been laws adding elementary agriculture to the primary schools, establishing agricultural high schools, adding commercial courses and mechanical training to other high schools, and appropriations of State aid for all such schools; colleges for boys and girls, named mechanical, industrial and agricultural, have been established; agricultural training has been added to the normal school courses and become a part of teachers' institutes; farmers' institutes have been organized; farm demonstrations among the adults and the youth have become the vogue; universities have numbered their agricultural departments among their strongest forces. The growth is everywhere. It pervades the entire fabric of the South today. We have only to crystallize it by intelligent supervision, guard it against the danger of becoming faddish. If we direct this growth along the lines of splendid example already shown by such States as Wisconsin we need not curb our hope nor limit our faith in the result.

In conclusion, I do not believe that it is too much to say, that the South will find the solution of many of its most vexing problems already being quietly and unobtrusively worked out most happily by the agricultural and industrial educational movement, which, gigantic and powerful as it is today, is only at the beginning of its glorious history, and which as no other force is speeding that glad day when the dark shadows of privation and the gloom of ignorance and sloth will be swept from

the farthermost corner and our entire South shall bloom in the glory of wealth, intelligence and honor which God by his lavish gifts of natural resource and genial clime has ever intended to be our portion.

MR. JOYNER—Now ladies and gentlemen we will not detain you much longer. I have pleasure in introducing to you next the official head of the educational work of this great nation. He is a welcome guest in every educational gathering in the country, and we feel honored today in having with us Dr. Elmer Ellsworth Brown, United States Commissioner of Education, who will talk to us on “The National Program in Education.”

DR. BROWN.

THE NATIONAL PROGRAM IN EDUCATION.

It should be said at the outset that so long as education is necessary to the bringing up of good citizens we cannot fail to have a national program of education of some kind or other. But we should add immediately that no one who understands our American system of government is likely to raise any question that the primary responsibility for the conduct of education in this country rests with the several States. It follows that whatever the Federal Government may do for education within the States, it must do by way of reinforcement and furtherance of State activities; and that whatever any of the States may do for education will be done not only for the State but for the Nation. There is room enough here for considerable play, back and forth, in the relation of the governmental units concerned. But in the actual situation there is no great doubt that the rights and responsibilities of both sides are abundantly secured. We can, accordingly, speak with the greatest freedom of the needs of this time regarding the education of our citizens, who are at once citizens of the Nation and of the State. The obvious need is that the activity and the expenditures of both the States and the Nation for educational purposes shall be largely increased; and it is our conviction that in making such

increase neither side will seriously infringe upon the prerogatives of the other.

It is of the highest importance that a great and historic Conference such as this, representing several States, which together make up one great section of our country, should contribute in some large and significant way to an understanding of our new national problem in education, which is at the same time the problem of every section and State and locality.

It will appear at once that the subject which I have chosen is far too great to be covered in this hour. I can only single out a few of its aspects which seem to me of especial significance and speak of them with the utmost brevity. In so doing I shall speak of the educational service of both State and Federal governments as belonging equally to our national program in education.

The educational activity of the Federal Government has thus far taken three main directions. From the beginnings of our national life the Congress has made grants of land to the States and to individual institutions for educational purposes. In the year 1867 the National Education Office was established at Washington. For the past forty years it has been known as the Bureau of Education. In the year 1890, under the second Morrill Act, the policy of making direct grants in money for the furtherance of education in the several States was entered upon, such grants being limited hitherto to the aid of agricultural and mechanical colleges. Endowment, aid through information and advice, and aid through the payment of current expenses—these are the three forms which our Federal policy in education has taken.

I pass over many special provisions of an educational character. Some of these, such as the maintenance of schools for our American Indians and the training of officers for the army and navy, and several others equally specialized in character, are of great significance, but are not essential to the present discussion. Again, in limiting the discussion to the three general aspects of our national policy which have been mentioned, I pass over two of these three and shall here speak only of the

policy, now nearly two decades old, of annual money grants from the National treasury for education in the States.

With reference to this policy it may be said that it has proved an unqualified success: first, in that it has greatly advanced the special form of education it was intended to encourage, and, secondly, in that it has quickened the sense of responsibility in the several States instead of accustoming the States to shift responsibility in this matter to the United States, as many feared that it would do. Since the first act for such national aid was fully carried into effect, in the year 1900, the grants of the national government for such institutions have increased 29%, while in the same time the appropriations for the same institutions within the several States have increased 255%.

We have now, accordingly, a well established policy of our federal government that it shall encourage certain forms of education in the several States by money grants in annual installments. Any new provision for federal aid will be in the nature of an extension of the policy so established and not in the nature of a new departure.

But while our experience with this federal policy is encouraging in the highest degree it does not follow that we should enter upon any reckless application of the principle involved. It is not my purpose here to advocate any new provision for federal aid, but rather to attempt the formulation of certain principles which should guide in the discussion of any new proposal for such federal aid. Permit me to propose for your consideration the following statement of those principles:

1. The federal government cannot properly undertake the subsidizing of any form of education which will be adequately cared for by the several States, within a reasonable time, without such federal aid.
2. The federal government cannot properly aid in the support of any form of education which is not distinctly required for the maintenance of some national interest or interests.
3. In case federal aid is extended to any form of education in the States it must be extended in such manner as will con-

serve and not impair the general system of educational administration in each of the States.

These principles rest upon that fundamental requirement of our social order, in both State and Nation, that all of its citizens shall have a fair chance to rise and to share in the enjoyment of life and the responsibilities of government in due proportion to their native endowments. Those native endowments are unduly obscured and thwarted where they are not matched with corresponding opportunities for education. Our governmental system seeks to equalize these educational opportunities throughout the land.

They are not yet equalized. The child born into community A has only one-half or it may be one-quarter or one-tenth of the opportunity to realize the best that is in him, for himself and for the general good, that is enjoyed by the child born into community B. We hold that the defect of opportunity should in some way be made good, for the sake of the individual citizens concerned, but still more for the general welfare. The general welfare is involved in more ways than one. In the first place, among the children now placed at disadvantage there are undoubtedly some who might exercise leadership, and even notable and beneficent leadership, in public affairs, if only they might gain possession of the intellectual apparatus of leadership. In order that we may widen the competition for positions of leadership, or, in other words, that we may widen the range of selection of superiorities and lessen our danger of facing the sharpened needs of this new age with only the half-competent in command at many a critical point, we need to seek and find and foster superior talent wherever it may appear. This is particularly true if we are to maintain our higher political ideals at their best estate. In the second place, there is need that those who may not be called upon to lead shall exercise the highest discretion in their choice of leaders. There is as much need of a grading upward of the education of constituencies as there is of a grading upward of the education of leaders, never forgetting the further fact that from these constituencies are to come the future leaders. In the third place,

our national prosperity, which is the implement by which we achieve our national ideals, is chiefly dependent upon the quality of the men who carry on our commerce and industry. Every year we must scrutinize more closely the elements of our economic efficiency in order that they may be reinforced at the points of weakness. For all of these reasons it is incumbent upon us in both State and Nation that we keep up a continuous inquiry as to the educational needs which are most urgent, and the ways in which they may best be met. A continuous inquiry, it should be, and not an occasional and spasmodic inquiry. In order that great, national needs may be foreseen, or even that present needs may be clearly set forth, it is necessary that a national lookout be maintained, with vastly greater facilities than any that now exist, for investigating those needs and showing the ways in which they may best be met. I think we have only begun to see and utilize the functions of a national office of educational investigation.

I have spoken of the necessity that care be taken to maintain at its highest efficiency in each of the States the form of educational administration which has been shown to be suited to that State. This is a matter which will call for the closest consideration in many of the States within the next generation. Any great system of schools heads up naturally in two ways, one of them scholastic, the other administrative. In the most of our States of the South and West, these two educational heads of the State are on the one hand a State university and on the other hand the office of State Superintendent of Public Instruction. Alongside of the State university there is sometimes found a separate State college of agriculture and the mechanic arts, and sometimes also a State school of mines, as well as one or more State normal schools. Various duties of an administrative character are more and more devolved upon the faculties and managing boards of our State universities. They frequently have to do with the inspection of secondary schools, and they sustain a variety of relationships with all other educational institutions within the State. The State Superintendent of Public Instruction, on the other hand, may have more

or less of direct control over the educational offices of counties, cities and lesser administrative units. Not infrequently, too, he has a part, *ex-officio*, in the management of the university and other higher institutions of the State. The higher education, in which the education of all lower grades finds its ultimate scholastic fruitage and realization, cannot be a matter of indifference to those who are charged with the administration of the lower schools. At times, however, it is necessary, for the authorities in control of the lower schools to stand for the wider interpretation of the function of those schools as against a too narrow focusing of their aims upon a too narrow entrance requirement of the higher institutions.

These few indications of the varied character of the leadership and direction developed in our State educational systems will give some hint of the complexity of this problem in educational administration. It is, indeed, one of the most difficult problems now before us; it is also one of the most inviting.

The times demand State systems of educational administration which shall be rich in ideas, scientific in the highest sense, instinct with the finest spirit of literature and art; which shall on the other hand give free scope to the best executive ability, providing for it a means by which it may serve, in the widest range, the economic, the political, the moral welfare of the State.

This brings us to the view of our national program, that it will require that the higher directive positions in each of the States be placed and kept upon the highest plane. The intricate problem of State organization for educational purposes cannot be mastered, in the presence of our growing needs, by men of any merely conventional and common type. To carry out in full the program upon which we have entered we must have in our higher educational positions men of equal force and caliber with those required by the Bench, the Legislature, the Governorship, by the higher positions in national affairs, in the professions of medicine, law and the ministry, in directive industry, engineering and finance.

President Alderman, in a recent article in the *World's Work*,

made the following declaration with reference to the educational history of the New South:

The ability of this generation to recognize education as something larger than mere learning or even discipline, to perceive it as a great force molding national character, has caused the enlistment into this field of work of young men and young women of creative capacity and exalted character, who, under other conditions in southern history, would have instinctively turned to political and social fields for distinction and service.

You who have followed so intimately the course of events in Southern education know how abundantly this declaration is justified. An educational movement associated with the names of Curry and Ruffner and Orr and McIver and William Preston Johnson, not to mention the great number of their able associates who have passed away with them nor any of those who are still upon the scene, could not be other than distinguished and influential even in this day of notable movements.

Now what I desire to emphasize is the fact that this tendency, which unusual circumstances have accentuated in the South, is one which should by all means be accentuated all over our land. President Taft remarked in a recent address, that the teaching profession has already come to be the greatest of all professions. It is a fact, which any one can observe, that a fair number of our ablest men and women are going into this profession as they have gone into it for generations past; but there are also circumstances of great influence which tend to deter able and ambitious young people from entering an educational occupation, or prevent them from continuing in it when once they have entered it. The growing educational responsibilities of all our States now urgently demand that education shall have at least a fair chance along with other forms of public service, in the competition for the highest talent which the age affords. Thomas Arnold and Benjamin Jowett were among the makers of England in the nineteenth century. Timothy Dwight and Mark Hopkins and Samuel Taylor and Francis Wayland and Horace Mann and Henry P. Tappan and Louis Agassiz were among the makers of our national character in the nineteenth century. That which has been more or less excep-

tional in the past, we look to see as a common characteristic of our future, that public men of the highest attainments shall find their best leverage for the betterment of public affairs in educational positions.

I have spoken of the need of a more intimate combination between the scholastic and the administrative sides of State educational management. The finest opening for a large career in this field is of course always presented to the man who can combine scholarship with executive capacity. Even such demand for this combination as has existed hitherto, and that is chiefly the demand of college and university presidencies, has tended to develop in our country this finer type of educational leader. Because of this combination, cast in a peculiarly impressive personal mold, President Elliot was recently described by Senator Root as the foremost citizen of his country outside of official life. There is a marked tendency in our American universities, particularly in our State universities, to a requirement of some knowledge of affairs and ability to deal with affairs on the part of professors, whose occupation is primarily academic. The superintendency of our State and city school systems may be expected to make the demand for a combination of scholarship and executive power in larger measure within the coming years, and here again it may be expected that the demand will in some degree call forth the supply. But there should be also a fair opportunity in the educational field for high administrative abilities joined with only moderate scholarship, and for high scholarship joined with little or no capacity for affairs. It would be unfortunate if our universities ceased to offer a career for great scholars irrespective of their personal participation in administrative concerns. This is a problem of no small magnitude for the managing authorities of our universities. I have no doubt that on the whole the tendency to place a premium upon the broader type of man in the making up of university faculties, the type of man who both knows much and can do much, is a wholesome tendency and a characteristic American tendency. But the main thing is that, both in the universities and in the of-

fiees of superintendents of schools, there shall be offered a fair and extended career for those who, either by scholarship or by power of accomplishment, or by both of these together, are exceptionally well fitted to serve the public good.

Not only the State superintendency, but the superintendency of city and of county schools should be exalted in our time; not only that the offer of a career may draw strong men into this occupation, but also because the improvement of our schools is closely concerned with the improvement of such near-at-hand supervision. We are disposed to recognize the importance of such supervisory work in the case of our cities and towns. It should be equally recognized in the case of our rural schools, with which county supervision, and in some portions of our country town supervision, has most to do.

We should not indeed be satisfied with provision for supervising the work of our country schools which should fall far short in efficiency of the provision made for supervision of our city schools. This means, in addition to the work of county superintendents and similar officers, an oversight by such supervisors of special subjects as are employed in city school systems. Any great advance in the teaching of special subjects in rural schools—music, drawing, manual training and the rest, and particularly any general advance in the teaching of those subjects which lie nearest to the industrial life of farming communities—will call for the employment of a goodly number of competent supervisors, who shall be at work continually in the field, passing from school to school and giving assistance and advice to the teachers regularly employed in those schools. This I believe is one of the large practical subjects calling for attention in almost every part of the land.

The argument which calls for the opening up of larger careers for educational workers in supervisory positions, counts equally for the raising of standards and the betterment of opportunities in the ordinary teaching force of the country. The need of adequate provision for the training of teachers in normal schools and other professional institutions is obvious enough, and must be often emphasized. I should like simply

to suggest the importance of adequate provision by which partially trained teachers, who have demonstrated their capacity for teaching, may be encouraged to reach a higher grade of preparation by withdrawing from active work for a time and going on to some higher educational institution. To carry out such a plan as this would undoubtedly involve considerable expenditure, for a teacher who is already successful to a fair degree, particularly if he has taken on the responsibilities of family life, cannot give up even for a single year the earning of the regular income which his teaching yields, unless his support for the time being is assured by some form of scholarship or other stipend. But I know of no other way in which the teaching profession could be made more attractive for ambitious and capable young men than through some provision under which any unusual capacity which may have been demonstrated in actual teaching shall find the encouragement of opportunity to make preparation for a higher grade of teaching.

The increase of opportunity and recognition for the teaching body of this country, which I have sought to emphasize, is all the more requisite at this time because of the larger responsibilities, already referred to, which this new age is forcing upon our educational administration. Let us now note briefly the direction which some of these new responsibilities are taking:

The whole attitude of our time toward juvenile delinquency has changed. We are coming to have a new criminal jurisprudence so far as our younger population is concerned. The juvenile court is typical of this change. The prime business of the juvenile court is not punishment, but moral education. In every possible way this juvenile jurisprudence concerns itself with educating wayward children out of their evil ways by keeping them in the ordinary day schools if possible, or by the agency of special schools where these are indispensable. By such means we are seeking to prevent the waste of that most precious thing, human character, particularly character in the making, with all its imaginable possibilities for good or ill. This attitude toward juvenile delinquency is influencing our attitude toward adult delinquency. While the case is by no

means so hopeful here, some considerable percentage of hope still remains, and our modern society is concerned with mobilizing every possible educational force to the end of making sure whatever of hope the case of the adult delinquent may present.

Education is coming to be more immediately concerned with the prosperity of our industries. The near view of industrial prosperity would be that every hour of labor got from a human being, from the earliest age at which labor can be performed, is so much of gain to the wealth of the community. A larger view is now finding its justification. In this view, every day's labor beyond the strength of the growing child lessens the total contribution of his lifetime to the wealth of the community. Or, stated in broader terms, the labor which lowers the health or hope or moral strength of a people yields small wealth in this present time at the expense of larger wealth that might be ours in time to come, and at the still greater expense of that which men seriously prize beyond all wealth. Accordingly, we are keeping children out of our industries until they can participate in them without ultimate waste. But this is only negative and only the beginning. We save their time from labor for education. But we are bringing education nearer to our industries, which means not only that when these children come to their work they will labor more efficiently, but that they will find more of interest in their work because they will find in it ideas which have already become interesting in the life of the school. In some of our industries this amounts even to making the industry itself educational because it is approached with an intelligence capable of finding the ideas which are in it and following them out to larger ideas. The immediate result of such a course is the making of a better manhood in the industries, but an after result and an inevitable result will be to make the industries more profitable to the community.

The prevention of the waste of child life in industrial employments lies close to the conservation of health in the community at large. Here again we are making our appeal less to the therapeutics of the physician and more to the combined

hygienic instruction of the physician and the teacher. The interest excited in the campaign against tuberculosis by the recent International Congress at Washington has lent an immeasurable emphasis to the view that our education is to make for public health.

These are but a few of the ways in which we are becoming more dependent for the realization of aims which are vital and precious to our national life, upon the prosecution of a larger program of national education.

Thus far we have spoken of the cooperation of the States and the Nation in making educational systems which shall be strong enough to meet the demands which modern society makes upon public education; and emphasis has been laid upon the view that men and women of high character and ability shall be brought into the teaching profession and trained for it and encouraged to remain with it, and that those who show unusual fitness for this calling shall be offered unusual opportunities for higher training and for the exercise of higher responsibilities. Now let us go on to say that the principle of fair opportunity for all requires that we do for the children of the land what it is proposed that we do for the teachers of the land, namely, that we shall give to all a better opportunity for an education than the majority now receive, and that we shall give to those who show unusual promise an opportunity of making the most of the gift that is in them. This would mean, in part, only the carrying out of the purpose of Thomas Jefferson, as set forth in his "Notes on the State of Virginia:"

These schools (are) to be under a visitor, who is annually to choose the boy, of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward. Of the boys thus sent in any one year, the trial is to be made at the grammar school one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniuses will be raked from the rubbish annually, and be instructed, at the public expense, so far as the grammar schools go. At the end of six years' instruction one-half are to be discontinued, * * * and the other half, who are to be chosen for the superiority of their parts and disposition, are to be sent and continued three years in the study of such sciences as they

shall choose. The ultimate result of the whole scheme of education would be the teaching all the children of the State reading, writing and common arithmetic; turning out ten annually of superior genius; turning out ten others, annually, of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them.

But it would mean in addition that unusual abilities are to be fostered and unusual defects, physical, mental and moral, are to be cared for by a great variety of scholastic provision. For in a *democracy* all personal worth, both high and low, is precious, and the public good requires that it be economized and conserved.

Of the other aspects of our national program, there is time to speak of but one, and that can be touched only with the greatest brevity. Our national tradition, our national character, calls not only for the cooperation of State and federal governments in educational affairs; it calls equally for cooperation between public and private agencies. While education is unmistakably recognized as a public concern, in State and Nation, many of the most important steps in its prosecution have been taken and are to be taken by non-governmental bodies. Not only are teaching institutions, particularly colleges and universities, organized under separate management and control. We now see our school systems paralleled by influential auxiliary organizations of parents and other interested citizens. And great national boards have been charged with the administration of immense endowments for the furtherance of special educational ends or for the encouragement of education generally. The magnitude of some of these endowments and the educational insight displayed in their management have given them a decided influence in the shaping, at certain points, of our educational policy. It is my personal conviction that national benefits of the highest order have been conferred through these endowments. I wish only to point out the main proposition of which this is but a corollary, that the public provision for educational advancement must at least keep pace with the provision other than public, in order that education with us may continue to be primarily a concern of all of the people. It is

in this very spirit, if I mistake not, that the great new educational foundations in this country are administered. Every private endowment so administered is to be welcomed, and every aid from independent organizations of every kind, so that our one great dominant national interest of education may fulfill itself in many ways.

The work in its entirety is too great for our available resources in money and in men, too great even for any resources which can be made immediately available. We shall inevitably suffer many disappointments and learn anew to be glad for partial successes, but we shall not stop short of a great advance upon anything which has thus far been attained. We shall work with greater hope and confidence for our meeting in such conferences as this. Enough has already been done in this twentieth century to assure us that the larger program is not altogether a dream, and we shall go forward enlarging that program lest at any time our actual accomplishment should threaten to overtake our ideals.

MR. JOYNER—We have assurances that we shall have the pleasure of hearing about the great movement in Texas from Mr. Ousley, editor of the Fort Worth paper, tonight. You have been so kind, so attentive and so patient, that in justice to him and in justice to you we are going to postpone his subject until tonight.

The meeting is adjourned.

THIRD SESSION,
THURSDAY EVENING, APRIL 15, 1909.

MR. OGDEN—Ladies and gentlemen: Though our audience seems to be increasing in size every minute, we have already gone beyond the limit set by George Washington in allowing five minutes for difference in time pieces.

There has been a change in our program because of the extended time occupied by the meeting this morning. Mr. Ousley has kindly consented to stay over in order that he may present his subject this evening. We therefore have the pleasure of hearing at the opening from Mr. Ousley, of Fort Worth, Texas, editor of the Fort Worth Record and President of the Conference for Education in Texas, the interesting story of the development and success of that conference. We now have the pleasure of hearing from Mr. Ousley the story of its organization and its work:

MR. OUSLEY.

THE EDUCATIONAL CAMPAIGN IN TEXAS.

Texas, in common with other Southern States, had been compelled by the wreck and waste of war to give one whole generation, one-third of a century of energy and aspiration, to the problem of meat and bread. The pioneer first builds a hut to shelter his family from the sun and snow, then clears the ground and seeds the soil, and puts even the children to the furrow and the harvest. The destitute men of the post bellum wilderness of material and civil conditions faced a situation infinitely more difficult, desperate and appalling. Instead of the virgin forest for houses and fuel were the ashes of the military torch and the debris of the social revolution. Instead of the fertility of the untouched earth was the sterility of an exhausted soil. Instead of the bounding spirit of adventure was the broken heart of failure. Instead of the flowers and songs of the wildwood

were the gray moss upon the dead pine and the weeping of Rachel for her children.

I would despise myself if in this presence, or anywhere, out of passion or prejudice or maudlin sentiment, I should even unwittingly fan to flame again the faintest spark of a sectionalism almost forgotten and wholly forgiven, thank God, in the renewed fraternity, the generous helpfulness and mutual concern for the common glory of our common country in all its parts which this blessed occasion voices. But I would be forced to confess in shame and humiliation an educational backwardness and sloth amounting almost to crime upon the part of the South if I did not remind myself and you that not indifference but necessity, not a wanton truancy, but the ball and chain of financial and social distress has hindered our progress; and that is why we have limped while other States have leaped in the march of education. I must also remind you that we have shared, share and share alike, the small taxes we have been able to pay with the children of our one time slaves. My State alone gives to its negroes, who pay only an inappreciable farthing of taxes, more than a million dollars a year for education, besides the local taxes of cities and school districts. And we repudiate the false doctrine preached by misguided zealots that the descendants of our black mammyies shall receive in education only what they contribute in taxes. We do not murmur that we must bear the white man's burden, but when the accounts of our performance are cast up by ourselves or our critics, we insist that the credits as well as the debits be entered upon the ledger. Consider not what we have not done, but what we have done and the tools with which we have wrought.

But while a full comprehension of our conditions and a fair estimate of our achievements will justify and even glorify the educational status of the South, it will not excuse us to offer such extenuation as a continuing cause for hindrance. We are no longer poor or distressed. Plenty smiles in every doorway where thrift abides; opportunity beckons to every willing hand, and fortune waits upon every exceptional effort. The land is waxing fat. Financially and industrially the South is beginning to rejoice as a strong man to run a race.

In the literacy of native whites over 10 years of age the Southern States have ranked from thirty-fifth to forty-ninth among the States of the Union, and about as low in other standard measurements of public educational effort. But he is poorly informed who does not understand that this is not an accepted status; it is an unwelcome but inevitable consequence of a calamity which all the foresight and statesmanship of America could not avert, but which the inherent aspiration, the inherited culture and the reviving strength of the South will cure with the same patience, resolution, intelligence and dispatch that we have cured the blight of material waste and the scourge of social and political chaos.

Texas is already thrilling with the red blood of a new intellectual birth, and the commonwealth that in its first estate as a republic boasted the greatest percentage of educated citizens of any organized society upon the earth dares to enter upon the ambitious undertaking of soon repeating that achievement among the States of the Union. In two years we have made twenty years of ordinary educational progress, and in two years more I have reason to hope that we shall do as well.

A few years ago we began to take the measure of our educational stature. Besides the besetments and hindrances common to all Southern States, our people suffered under a delusion innocently but almost fatefully cultivated by our holiday orators and immigration boomers. The founders of the republic had dedicated for public school purposes an empire of land which constitutes the greatest permanent public school fund of any State in the Union. By sales and leases its investment reckoning has reached the value of more than \$40,000,000 and it is far short of its final proportions. So rich an inheritance naturally excited our pride and became the theme of such boasting that many of our people had almost concluded that no local taxation was necessary. But the income from \$40,000,000 was a beggarly maintenance for 1,000,000 school children and many years ago it was supplemented by a State educational tax which yielded as much more. Still that was far short of enough to maintain schools for the minimum six months required by con-

stitutional mandate. The cities and independent or separately constructed school districts under our system had maintained excellent public schools for eight to ten months, but until the new educational movement energized and liberalized our people the ordinary district school did not average five months. Even the common school districts that desired to pay a generous local school tax were unable to do so, because our Constitution placed a limitation of 20 cents on the \$100 for local school taxes in common school districts. This limitation upon rural school taxation was one of the cruelties of reactionary statesmanship deemed necessary by the framers of our Constitution of 1875 as a safeguard against the loot and corruption of reconstruction.

For the last decade or more a few earnest men have been preaching the gospel of more generous educational support and a reformed educational system. They watched and prayed and worked for the time when a crusade might be hopefully inaugurated. In February, 1907, it was deemed opportune to sound the call to the militant intelligence and patriotism of the State. Accordingly and fittingly on the birthday of the Father of our Country the Conference for Education in Texas was organized in the capital city. There was a goodly attendance of progressive teachers and sympathetic laymen, and enthusiastic enlistment of those who have the courage to undertake a worthy effort and a generous contribution in money and service. The campaign was planned comprehensively against the whole mass of inefficiency and insufficiency in every department of public and private education, for the outlook of the generals of the movement was through a decade or as many years as were necessary to approximate the ideal of a thoroughly and universally enlightened people as the only assurance of an enduring democracy and the only sure relief from the madness of commercialism running amuck. Knowing them as I do I am warranted in saying that they are all tall, far-seeing men: strong, unfearing men such as builded this republic and our great commonwealth.

The details of tactics and effort were referred to an execu-

tive board with plenary powers which immediately organized and concentrated its efforts upon two distinct measures. As a consequence of the renewed educational spirit which the Conference represented, and to which the Conferencee was now to give direction, there was pending in the Legislature, then in session, a bill for county supervision and a joint resolution for the submission of a constitutional amendment raising the limit of local rural school taxation from 20 cents to not more than 50 cents, at the option of a majority of tax-paying voters. Earnest advocacy secured the prompt enactment of the county supervision bill and the submission of the local tax amendment. Then the obvious work for the Conference was to promote the adoption of the tax amendment, because that went to the very root of inefficiency in the country schools.

The Executive Board first secured funds and subscriptions which were sufficient basis for the hope that the campaign could be financed. That it was financed justified their faith in the generosity and the patriotism of the teachers and friends of education. An office was opened, a general agent was employed and the work began. As indicating the purpose and the faith of the board, it may be mentioned that they personally guaranteed the salary of the general agent for a term of three years.

A succinct chronicle of the campaign from that time forward will exhibit its method and success.

1. April 22, 1907, the Executive Board of the Conference for Education in Texas issued an address to the friends of education in the State, soliciting assistance in the accomplishment of two reforms, county supervision and local taxation. In an organized capacity the Executive Board gave substantial assistance in securing the passage of a law creating the office of County Superintendent in more than fifty counties. The law made possible professional supervision of the schools of these counties and was a great victory for the cause of education in Texas.

2. Ten thousand copies of Bulletin No. 1 were distributed. This bulletin in a brief way showed the absolute necessity of local taxation for the support of schools and corrected the false

impression prevailing in the State that Texas had a sufficient school fund.

3. Ten thousand copies of Bulletin No. 2 were mailed to the teachers of Texas. This was done to arouse their interest and secure their active support and hearty cooperation for the local tax amendment to the Constitution.

4. Twenty thousand copies of Bulletin No. 3 were printed for general distribution among the voters of Texas. The purpose of this bulletin was to explain the amendment by giving the existing constitutional provision and the proposed change of it, and, at the same time, to present a few cogent reasons why the amendment should be adopted.

5. Fifty thousand copies of Bulletin No. 4 were printed. In the preparation of this bulletin the general agent had in mind the publication of all the essential facts relative to the comparative educational standing of Texas and her actual educational conditions. From this bulletin teachers, educators, laymen, politicians, editors of newspapers and all others who desired to make speeches or write articles in favor of these proposed constitutional amendments could obtain the necessary information. It was probably the best bulletin ever issued on educational conditions in Texas.

6. The general agent of the Conference for Education in Texas addressed the State Board of Medical Examiners in favor of the proposed constitutional amendment and secured the adoption of a resolution endorsing it. This endorsement was mailed to all physicians in Texas. It is believed that its distribution made many thousand voters for the amendment.

7. The Texas Farmers' Congress at College Station declared for the adoption of the amendment and urged every patriotic citizen to give it his active support. Fifteen thousand copies of the platform of the Farmers' Congress containing this endorsement were placed in the hands of the prominent farmers of Texas. No one doubts that this endorsement secured the active support of thousands of farmers.

8. Through the efforts of the general agent and other friends of education the State Democratic Convention at San

Antonio, August 14, incorporated a plank in its platform endorsing the constitutional amendment relating to free schools and commanding its support to the people of Texas. This enabled the friends of educational progress to enlist the efforts of many politicians and many voters in Texas.

9. Under the direction of the general agent the presidents of the leading denominational colleges prepared an address to the people of the State, urging the adoption of the constitutional amendment, and the Conference distributed 5,000 copies of this address.

10. Three thousand letters were written to the ministers of Texas soliciting their cooperation in the work of the Conference and making a special request of them to preach an educational sermon explaining the amendment before the November election. Letters on file of the office of the general agent indicate that the request was complied with in many cases.

11. The general agent addressed the Texas Federation of Woman's Clubs in behalf of the amendment and secured their endorsement. The club women of Texas immediately became active workers for the adoption of the amendment and too much credit cannot be given them for their patriotic efforts.

12. Fifteen thousand copies of endorsements given the amendment by the civic and political organizations of the State were printed and distributed. It is hardly necessary to add that the endorsements from so many influential organizations carried great weight with the thoughtful voters of Texas.

13. The newspapers of the State were requested to publish articles favorable to the amendment. By special request prominent ministers and laymen prepared strong articles urging the readers of the religious papers to give active support to the amendment.

14. One hundred thousand cards, postal size, were printed for workers on election day.

15. Fifteen thousand placards were posted in public places, such as depots, hotels, barber shops, postoffices, etc.

16. The evening before election telegrams were sent to more

than fifty county superintendents, requesting them to have workers for the amendment at all the voting boxes.

17. The Executive Board sent into the field more than one hundred speakers to advocate educational progress in general and the proposed constitutional amendment in particular, and in all speeches the educational rank of Texas was shown and the need for improvement of rural schools was thoroughly explained.

The amendment was overwhelmingly adopted and a statute putting it into effect was promptly enacted by the Legislature which assembled in January. Already a score or more districts have petitioned their commissioner's courts for school tax election and within two years more than 1,000 districts will have voted taxes for better schools and better schoolhouses.

The Conference has not been idle since the November election. The Executive Board has continued to agitate educational reform and the general agent has maintained an active bureau of publicity through the press and by bulletins advocating local taxes for longer terms, modern school buildings and country high schools.

As a consequence of this educational awakening the Thirty-first Legislature in its regular session this year established another normal school, making the fourth in Texas, and made donations to high schools teaching agriculture and domestic science. A bill requiring compulsory attendance 60 days in the country and 120 days in the cities passed the lower house and had a fair prospect of passing the Senate, but early adjournment intervened. With a longer session a bill for county boards of education undoubtedly would have been enacted. Indeed, the legislative disposition was so generous towards educational reform there was real danger that educational zeal would enact measures for which the State is not prepared.

These facts and conditions emboldened the Conference, in its third annual session a few days ago, to undertake no less a reform than the complete revision of all educational laws and a thorough reconstruction of the entire public educational system from the primary to the university. The main prob-

lens in contemplation are the establishment of county boards of education; for the unification, classification and grading of rural schools; the creation of a State Board of Education, with large powers and with the utmost possible freedom from political influences; the correlation of the institutions of higher learning, and provision for their generous maintenance without resort to biennial legislative appropriation. To these ends a commission of experienced and constructive men and women will engage in study for one year, and will report early in 1910 to the Conference a comprehensive system which as amended or approved will be submitted to the people for their consideration as a popular demand for legislation in 1911.

The work of the last two years has given to the teachers and friends of education in Texas the militant faith that moves mountains. It has converted education from the pitiable makeshift of poverty-stricken spinsters and effeminate men into a problem of real constructive and progressive statesmanship.

Most important of all it has demonstrated again the wisdom and the generosity of the people in all matters of public concern when they are properly informed. They will always do right when the right is intelligently presented for their consideration. Many a worthy cause languishes or fails because it is inadequately presented to the public mind, but no worthy and practicable cause will fail in any American commonwealth when the people fully comprehend it. That is the strength and the virtue of popular government and in it lies the hope of the perpetuity of the republic.

Recounting and forecasting the work of the Conference for Education in Texas sounds easier than it was. I would not have you understand that the cause had no serious opposition. It is always the case that inertia must be overcome, for the "sleeping sickness" is a disease of the public as well as the individual; that the stingy taxpayer must be overridden, and that the reactionary and narrow-minded citizen must be outvoted. We had our full share of these obstructions, but we found the courage and patience and the intelligence to overcome them.

In any Southern community the cause of public education is certain to encounter more or less opposition on account of the mistaken notion that the negro should not be educated or should not be too much educated. I yield to none in pride of race and insistence upon the inexorable standard of white supremacy, but it is a groundless fear that the education of the negro will imperil white supremacy. The white man starts a million years ahead of the negro, and even if the two make educational progress at the same pace there will always remain between them the same immeasurable distance of intelligence, faculty and achievement. And it is a false doctrine that education spoils the negro. He should be educated according to his nature, his needs and his destiny, which differ from the nature, needs and the destiny of the white man as widely as black differs from white, but that he should be educated and that proper education will help him is as true as that proper education helps any human being. Whatever might have been or should have been the political status of the negro, the unchangeable fact is that he is a part of the civic and sociological structure and his uplift is the unquestionable duty of the State. I dare not prophesy the future of the race; I perfectly understand its weaknesses, vices and shortcomings, but I rejoice in the knowledge that it has made and is making progress in sobriety, thrift and culture. Booker T. Washington some time ago, in answering an inquiry, traced the conduct and location of more than a hundred of his Tuskegee students from one county in Alabama, and of the total number all but a bare half dozen have proved to be sober, industrious, successful and law-abiding farmers, mechanics and teachers.

D. W. Woodward, of the Tuskegee Institute, has published an illuminating report upon the condition of negroes in Jackson, Miss., where they outnumber the whites, and in a total negro population of 8,000 more than 500 are taxpayers and own more than a half million of assessed property. More than half the negro families own their own homes and negroes own and successfully operate two banks. These brief data sufficiently indicate that the negro is not unworthy of freedom and is not unfit for education.

Philosophy and results aside, as a Southern man I cannot forget the fact that I am the heir of negro toil. The ancestors of the negroes of today were in bondage to my ancestors. Whether the institution of slavery was good or bad for the master or for the slave, the master reckoned it to be for his benefit, and he and his children owe to the race the obligation of generous and helpful treatment now and hereafter in good faith and earnest purpose.

The man who advocates or contemplates social equality is a dangerous zealot or a more dangerous demagogue; the man who advocates or contemplates the political supremacy of an inferior race is unlearned in history or unthinking in the philosophy of human kind, but the man who disputes the beneficent effect of education upon any human creature denies the whole doctrine of education. and the man who would deny education to the negro race is unmindful of the first principles of civilization and justice.

To strengthen the weak, to encourage the downcast and to lift up the lowly—these are the first concerns of organized social effort and as far as they may fall within constitutional limitations they are the solemn duties of government. It is not given to us to equalize talents among the children of men, but it is required of us to equalize opportunities as nearly as we may and to train men and women in the best way we can for the relentless struggle of the survival of the fittest.

Finally, my brethren and countrymen of the South, I beg your indulgence for a word of admonition and hope.

By patience, endurance, industry, resolution, the virtues of our fathers and the strength that was bred in the bone we have escaped the bondage of the poverty and desolation that have beset us for nearly a half century. Wise and economical State governments insure life, liberty, property and the pursuit of happiness. The portent of black riot and loot no longer alarms us. A wiser and a greater President than any his party has produced since Abraham Lincoln fell announces the policy that local sentiment and not race pretense shall govern political appointments in the South. The common sense of America at

last comprehends and accepts the Southern doctrine of the logic and the imperious necessity of the reign of intelligence always and everywhere. We have nothing more to fear from those beneath us in faculty or those above us in power. It has been a long and weary march through the wilderness, but we stand again strong and unmolested in the land of promise. The "big house" of the old days has multiplied into many modest homes; the soil is refertilized and the harvests are abundant; the gray moss adorns the living tree, and Rachel is comforted in the laughter of her grandchildren.

We boast less wealth than some of our neighbors, but we are not embarrassed when we are asked how we got it. We have not caught the frenzy of finance nor fallen into the idolatry of dollars. We have preserved something of the most gracious civilization the world ever knew and we have maintained the sovereignty of the commonwealth over all its natural and artificial creatures. If there is any decay in the primitive character of the republic it is not here. This is the ancient and still virile stock of a steadfast and saving democracy.

Diversified interests and industries contribute to the prosperity of any people, and I do not mean to discourage the aspirations of the South for manufacturing development, but it is a matter for congratulation that if we have missed the greater wealth we have missed also the greater vices of great manufacturing centers. I have not the time nor is this the occasion to argue the wisdom and the blessings of evenly distributed wealth, but it is pertinent to remind ourselves that the greater strength of a nation or a State lies in a prosperous, cultured and contented yeomanry. Not by way of disparagement of other States, but by way of encouragement of Southern States, I cite the comparative urban and rural wealth of the typical manufacturing State of Massachusetts and the typical agricultural State of Texas. The figures on population are those of 1900; the figures on taxable values are those of 1902:

TEXAS.

Total assessed valuation outside of cities.....	\$ 782,651,661
Total assessed valuation of cities having a population of over 4,000	234,920,071
	<hr/>
Total for State.....	\$1,017,571,732

MASSACHUSETTS.

Total assessed valuation outside of cities.....	\$ 277,428,002
Total assessed valuation of cities having a population of over 4,000	2,837,998,283
	<hr/>
Total for State.....	\$3,115,426,385

It hardly need be recited that in cities wealth is more unevenly distributed than in the country; that urban wealth runs to the extremes of great fortunes in the hands of a few, with the many barely existing or actually suffering.

If any peril threatens the republic it lies not among the comfortable farmers of our agricultural States, but among the disheartened toilers of the manufacturing centers. Why, up yonder where they grow so rich it takes a million toilers to make one multimillionaire, and a thousand millionaires to make one philanthropist. Thank God for the one philanthropist, but God save us from the other 999 and give us a system of government and sociology that will produce more philanthropists or fewer millionaires. Therefore I plead for a public policy that will promote the prosperity, the culture and the contentment of rural life, and I sound the warning that therein lies the hope of a virtuous and self-governing people.

Life and strength and beauty come from mother earth alone; there is sweetness and the sense of virtue in the very smell of the upturned soil. Since Cincinnatus left his plow to save his country patriotism has grown with the seed in the furrow; since the Druids worshiped in the groves God has whispered in the trees and smiled in the untarnished sky. James Lane Allen in "The Mettle of the Pasture" recites the process of the only rejuvenation of any stifling civilization:

This was Pansy, child of plain, poor farmer folk, immemorially dwelling close to the soil; unlettered, unambitious, long-lived, abounding in children, without physical beauty, but marking the track of their generations by a path lustrous with right doing. For more than a hundred years on this spot the land had lessened around them; but the soil had worked upward into their veins as into them stalks of plants, the trunks of trees; and the clean, thrilling sap of the earth, that vitality of the exhaustless mother which never goes for nothing, had produced at least one heavenly flower shooting forth with the irrepressible energy, a soul unspotted and sublime. When the top decays, as it always does in the lapse of time, whence shall come the regeneration, if not from below? It is the plain people who are the eternal breeding ground of higher destinies.

It is this plain people for whose preservation and uplift I plead. It is this plain people who are the bulwark of the nation's defense and the reservoir of the nation's virtues. And this is the people among whom we abide.

In the old days we had here an aristocracy of wealth and culture whose beauties and delights the history of all the world had not matched. But it was doomed to fall because it rested upon the shoulders of human bondsmen. Let us rear in its stead another Southern aristocracy consisting of the uniform prosperity, enlightenment, contentment and sovereignty of the plain people to whose educated intelligence is committed the custody of the ark of the covenant of an everlasting democracy. Thus may we hope to justify that Southern citizenship which in the early days was a type of the best Americanism and make it again the hope as in the beginning it was the strength of the republic of our fathers.

MR. OGDEN—I beg that the audience will not draw any unfavorable inferences from the kindly allusions from the speaker who has just sat down. I say this for my own protection; particulars on request.

Our next speaker, Mr. C. S. Barrett, President of the Farmers' Union, is absent this evening, as I understand, by command of the President of the United States, having been summoned to Washington for counsel with the President. I have taken the liberty of making a change in the program and have

invited a lady, who is here as a delegate to this Conference, to occupy a part of the time assigned to Mr. Barrett by singing some familiar songs. Miss Lelia Morse will entertain us for a little while with some art that illustrates industrial education.

Miss Morse sang, "Since We Parted," "No Spring but You," "Summer and Winter," a German song, and "Dixie."

MR. OGDEN—We shall now have the pleasure of hearing from Dr. Jolin Lee Coulter, of the University of Minnesota, upon the "Economic Organization of Rural Life." As you have already been informed, Dr. Coulter is a past master in and the practical illustration of the subject which he will theoretically present:

MR. COULTER.

ECONOMIC ORGANIZATION OF RURAL LIFE.

Ladies and Gentlemen:

The American frontier is a thing of the past; with its disappearance the extraordinary movement of masses of people into the agricultural industry from all other walks of life came to an end. We do not have to look far into the past to see streams of people rushing toward the then existing frontier. They came from a thousand sources and as the many drops of water on a mountain slope become a torrent, so these settlers formed a great army determined to subdue and appropriate wild nature to their use. Many came from cities, at home and abroad, passed other towns and cities and settled in the open country.

When we consider the movement of the last century we are compelled to wonder what forces caused it. Was it some enemy in the rear driving these settlers on, which gave them courage to meet in open battle and in ambush the Indians and animals of timber-land and prairies, which forced them to destroy great forests and appropriate a continent? Or, again, was it a great religious persecution, or a crusade? Or, still again, was it lack of political freedom where they lived? If any or all of these forces were present did they equal the demand for food, cloth-

ing and other things which go to make a living? Or if there was no great force driving them on, was there some powerful attraction drawing them? Was it the beauty of nature or comforts, or change for leisure or desire to escape city conventionalities? Or was it a movement of the city wealthies looking for suburban homes and country estates?

I think that we must all finally admit that the large central force which caused the bulk of the movement was a belief that agriculture would be the most profitable industry. Many of the people left home because of lack of political or religious freedom. But coming to this country they went to agriculture because it promised to be profitable. It held a foremost place for two chief reasons: first, because ownership of land gave the basis for increased wealth with increase of values, and second, because farming was as profitable a business as any other open to the newcomers.

This great economic crusade—this appropriation of the open country—developed a ruggedness and a power to cope with wild nature, as well as a spirit of independence and a feeling of individualism. This same movement brought with it a carelessness—often a neglect of detail—and generally a haphazard or slipshod method of work and of business. Indeed the demand was to solve big problems: success was attained by leaving petty details and waste materials. Economic division of labor, careful utilization of by-products and conservation of resources were unthought of in the rush. The evil results we know only too well. Condemnation is folly: constructive policy is now demanded.

MAN AND NATURE.

For long periods farmers had to deal largely with nature. They associated largely with one another or petty merchants. They did not have the great textile and boot and shoe manufacturers, nor the tobacco and sugar corporations, nor millers and packers, as partners. Agriculture was largely self-sufficient; such surplus as there was went in small lots in exchange for the articles not produced at home. The struggle was be-

tween the farmers and nature—man to understand nature and nature to furnish the supplies demanded.

It was this struggle with nature, the desire—yes, the determination—to understand her laws which led to the growth of the sciences upon which our agricultural industry is being built. It was indeed fitting that nature's laws should be studied first. There was no contest on, when that movement began, with other classes of society—with the manufacturing or distributing corporations. The result of the half century of scientific research has been something wonderful. I need scarcely refer to the development of soil physics and chemistry, breeding, animal nutrition and other subjects now extensively studied.

REVERSE MOVEMENT TO CITIES AND NEW PROBLEMS.

But even before the invasion of this great class had been completed—before all of the desirable or available lands had been appropriated by the invaders—a new movement had taken on very definite form. It was toward the villages and towns. It meant the growth of cities and the establishment of a factory system. Two characteristics of the new movement should be noted because two very different classes were attracted from the country. First, many farmers had become immensely wealthy, and still more had gained a comfortable competence, and now moved to the city to take advantage of the social and intellectual environment. They knew of the comforts available there—the mail, telegraph and telephone; the libraries, newspapers and magazines; the paved streets, lighting and heating facilities, and the water and sewage systems. They wished to take advantage of these.

But this class, although named first, was second in number. I named it first because it set the pace. The second and much larger stream was set in motion because of a rapid change which was being made in the industries of the country. The most important fact concerning this change is that the modern factory system has taken from the farmers nearly, if not quite, half of their earlier functions. The old self-sufficing agriculture is a thing of the past. It was uneconomic. Division of labor

and utilization of wastes, which are now often converted into by-products more valuable than the principle article made, has largely brought about the modern commercial system.

This readjustment, which took half of the farmers' former business, large numbers of farmers' children and many parents to the cities, has proved to be an economic movement not to be condemned. But it has come upon us so rapidly and in so many different forms that we have not been able to keep pace. The fact that half of the farmers' business moved away and took with it many people has not lightened the problems of the farmer. All of his old struggle with nature remains; scientific problems are even more important than before. And in addition to all of this a new problem has been growing and calling constantly for more and more attention. The farmers must now study and deal with this new, complex business organization concentrated in cities. They must now give as much attention to their social environment as to the physical sciences.

NATIONAL IDEAL APPLIED TO AGRICULTURE.

It is of first importance if we are going to give any special attention to agriculture in the future educational systems that we understand not only its present status, but what must be held out as the national ideal toward which to work. It is well to note that there are several view points which may be taken, and until we see the more important ones we cannot decide what we shall work toward, and how to avoid disastrous results in the future.

The selfish ideal of any individual in the modern material struggle for existence and supremacy is to get the greatest possible surplus. In agriculture as in any other walk of life, if the individual farmer acts from purely selfish motives and is producing for the market, he will try to raise the largest possible crops and get the highest possible price—therefore obtaining the greatest surplus—commonly called profit. But if all of the farmers raising a particular class of goods—or series of classes which can be used alternatingly by consumers—try to get the largest possible crops, they know that the price is sure

to fall and therefore the profit to disappear. If, therefore, all in a branch industry work together they will work for that combination of quantity and price which will bring the greatest surplus of division. If the quantity threatens to be too large one of three things must be decided upon. All goods may be sold to the best advantage at market rates. This is the system of the past and even present time. It is ruinous and must be discarded. It results in extravagant use and waste at one time by consumers, while producers do not get fair rates; and then in another season the consumers suffer for lack and the producers have nothing to deliver. The second choice is limitation of output. This is little better than the first, probably worse. It may prevent the low price and waste at one season, but does not make any supply available in bad seasons—does not relieve want, and in the long run helps the farmers but little, if any, and stirs up petty warfare.

The third choice is to look upon the product of a year's labor as a stock of goods which can be converted into a visible supply at will. It is as essential that there be a stock of goods which can be converted into a visible supply when consumers are willing to pay the cost of producing the goods and a fair profit, as it is that there should be a desire to be converted into an effectual demand as the price of goods falls from cheapened cost of production or otherwise. In order that this third alternative may be carried out intelligent sorting, grading, packing and storing are essential. This demands warehouses, elevators and cold storage. In biblical times Joseph, who had extraordinary foresight, accomplished more than those who are in charge of our present marketing system have even attempted. He stored the surplus corn for seven years before there was any demand for his savings. But his surplus satisfied the needs of the people for many years of crop failure which followed.

Now, if we left all those in any branch industry to determine their own policy, and they did so both selfishly and wisely, they would accept this third policy outlined above, for this would bring the greatest surplus for that industry. Each branch of agriculture would do the same if it thought only of

its own self-interest. If any branch was exceptionally successful, on account of demand and good prices secured, or on account of exceptional decrease in cost of producing the article, many farmers in other branches would gradually change to the more profitable. All agriculture, as a great collection of branch industries, would in that way be most profitable. This is indeed a selfish ideal for it tries to get for those in one great industry the largest possible surplus.

But the same system could be converted into *a desire to be of the greatest possible service*, based upon equity, or a fair profit to all. Then the effort would still be to save all surplus crops, never to limit output; refuse to sell for less than cost of production plus a fair profit, but never to hold for a higher profit just because the power was present.

All of this is from the viewpoint of the farmer. Let us now look from the consumer's side. Henry Clews, of New York, probably puts their case as strongly as any when he reports regularly from that city that "one of the country's greatest needs at this time is large crops and much depends upon the next harvest." He laments the fact that prices are as high as they are and notes that: "Just now the farmers are thriving upon the necessities of a helpless public, which is passing through a period of more or less adversity and depression. Upon the poor the high prices of food products today are an exceeding hardship; and the contrast between the average working man in our great cities and the average condition of the same class in agricultural sections is very striking, showing a difference that should not indefinitely continue. . . . One of the first necessities of the day is big crops." He constantly lays emphasis upon large crops that the city dwellers may not suffer.

But, ladies and gentlemen, that is as purely selfish as any position a man could take. It is clear that while he pretends to speak for the nation he speaks for the people not directly engaged in agriculture. He urges larger crops and would allow these to be dumped as they were produced, thus encouraging waste, failing to prepare for the poor years to come; and

at the same time he pictures the farmers thriving while "the people" are suffering.

It is needless to say that careful observers do not agree with him. The Country Life Commission reports ". . . that agriculture is not commercially as profitable as it is entitled to be for the labor and energy that the farmer expends and the risks that he assumes . . ." (page 14); and the President's message which accompanied the report agreed that ". . . farming does not yield either the profit or the satisfaction that it ought to yield and that it may be made to yield . . ." (page 13).

It must be clear from the above that the ideal of the individual farmer cannot be accepted by all if he works along selfishly for the greatest net profits, nor is the ideal of any branch industry, if it has the same end in view, satisfactory; for although all in that branch are competing, their selfish interest is to work for the greatest surplus for their industry—careless of the interests of other branches of agriculture and of other industries. Nor, again, can we accept the ideal of the greatest gains for all of agriculture; for although all branches of agriculture are potentially competing, a highly controlled stock of goods or of raw materials highly protected would cause consumers and other industries to suffer or barely subsist with no profit. The ideal presented by Mr. Clews is as undesirable and as far from what is best from a national viewpoint as any of the others presented. It is selfish and favors a class.

A REASONABLE PROFIT NECESSARY.

What then must farmers work for, having the best interest of the nation at heart? What form of organization should be urged for the farm? How may the present agriculture be raised to the place it should occupy? Who shall do it?

It should be understood by all that among a people, especially of a young and progressive nation, nature helps man very largely in his effort to produce useful things. The result is that the amount of production in its total exceeds the human effort and sacrifice. This surplus, due to the bountifulness of

nature, is what makes life truly worth living. In order to build up and retain a high civilization this surplus must be justly distributed among the people of the Nation. The national ideal, then, is that all industry should yield a reasonable return to those who labor intelligently. And the Country Life Commission sounds the keynote when it urges that farming be carried on in full harmony with the best American ideals, and that "first of all agriculture must be made to yield a reasonable return to those who follow it intelligently." (Page 17.) That is to say, farmers must secure for their products enough to cover the cost of production and leave a reasonable surplus if agriculture is to be placed on as sound a footing as other industries.

THE NECESSARY CHANGES.

Unbiased judges and students admit that "farming does not now yield either the profit or the satisfaction it ought to yield and may be made to yield." What must be done in order that the industry may be brought up to standard? Two ways are suggested. The prices may be raised or the cost of production, including manufacturing and distributing, must be reduced. After a careful study of the various steps in the present system I do not believe that consumers need be called upon to pay higher prices than now, except in a few cases where prices are now abnormally low or where the consumer wants a higher grade of goods. Thus, when the farmers who furnish milk and cream to Chicago people combined a few months ago it was to raise the price because the people of that city, by law, demanded an expensive system of inspection in order to improve the quality of the product and which at the same time raised the cost of production. I believe that present prices may even be lowered in many instances in the near future.

WASTE.

But if the profits so much desired are to be obtained without increase of cost to consumers how is it to be accomplished? Let me briefly state one line of attack: All will admit that there is great waste in many places in modern industry. Some one

has said that wastefulness is ordinarily a habit, but that with the American people it is a passion. It is true that in this country hundreds of millions of dollars worth of crops have been lost on account of too early or too late action in caring for them, which in turn has been because we did not understand nature and her laws. Like amounts have been lost on account of attacks of insects which we do not yet know how to combat. The same can be charged to ravages of disease among animals. We can charge hundreds of millions in loss of soil fertility to the fact that we did not know the laws of nature. But for over half a century students have been working and with wonderful results. The climatologist, the entomologist, soil chemists and physicists, the breeders, feeders and all the others have been finding out how to act so as to prevent these losses. It remains now for these students to go on with even more determination than in the past. But it also remains for others to see that the losses or wastes which continue to be so prominent shall be stopped.

Two great movements are therefore necessary. The one is to teach the principles already established and the other to discover new ones. The work being done in experiment stations and in agricultural schools and colleges must be kept up and must be much more rapidly extended than in the past to other institutions whether they be consolidated rural schools, high schools or special industrial schools and colleges. The institute work must be developed to higher perfection than it has attained even in Iowa, Minnesota and other Northern States. In these ways the individual farmers will be able not only to find out the laws of nature, which they must obey, but will learn how to practically apply them in their farm work.

BUSINESS BASIS NECESSARY.

But there is another kind of waste which is equally important, but which has received little attention in many places and all too little in any place. This waste results from failure to see how to organize the various processes or steps into an economic system. When Dean Davenport said, "First of all,

agricultural education must be so conducted as to make the farmers efficient in a business way" (page 19), he struck the keynote. In a recent address the same speaker said: "The first step in the development of any business is to make it pay. Whatever we may say about the glories of country life, and it is much; whatever the songs we sing of the fresh air, the twittering birds and the blessed sunshine, and they are many; after all, and before all, farming is a business as well as a mode of life and the first and the fundamental step in its development is to put it on a paying basis."

I have already noted that the organization of agriculture today is more difficult than ever before; it is only a remnant of farming half a century ago. The problem today is two sided. It calls for a successful reorganization of each farm unit on the basis of what is left, and it calls for a satisfactory relationship of the farmer to his new commercial environment — to the marketing, transporting and manufacturing systems. In the organization of individual farm units it is essential that careful accounts be kept in order that the cost of production may be known. This is fundamental if the industry is to be placed on a business basis. The best organization of the factors, labor and equipment with nature, can then be worked out. The importance of agricultural insurance is not half understood at the present time, and what is known is comparatively little used. It would be true economy to prevent many wastes easily picked out on almost any farm at the present day. The saving of waste and the making of new by-products must go on as rapidly during the next quarter of a century as it did during the last. Let us compare the cornstalks destroyed to-day with the cottonseed of fifty years ago, or the great stacks of straw with the by-products in the packing industry.

But while the profits to be made from establishing agriculture on an economic basis are great, and the business of farm management is one of the great demands of the time, it does not stand alone when considering the economic side of the question. Probably the one characteristic of agriculture which distinguishes it best from all other industries is the fact that it

is so diffused—scattered over so large an area. This fact is of vital importance in considering its economic organization. While carrying on the first steps in production each family, with the possible assistance of a few extra laborers, can produce the best results, but when it comes to getting the mass of products together from these scattered units individuals are handicapped. Some concerted action is necessary if the most economic results are to be secured.

Let me use the fruit industry as an illustration of the losses which result from not working together. I could use almost any other branch industry with almost as good effect. I am told by fruit farmers, fruit handlers and fruit consumers that—

First. The grading and packing of the fruit is not at all uniform or satisfactory in quality. As a rule, fruit is poorly packed and low in grade. It is ununiform both as to fruit and to package.

Second. Transportation of fruit and its disposal in market is also highly unsatisfactory. Most fruit is moved in less than car lots, which makes the cost high and the service poor.

Third. There is not the proper relation between producer and consumer, between supply and demand. Too much of our fruit is handled on consignment, and by too many middlemen, many of whom are dishonest.

Fourth. The individual fruit grower, working alone, has no power to remedy this state of affairs. He is unable to trace shortages—remedy the losses in transit, or influence materially better service.

COOPERATION.

But working together remedies these defects and prevents many losses. Mr. Burritt, of New York, maintains that "co-operation aims not to increase the selling price of farm products, but to cheapen the cost of their production . . . and secure to the consumer a better article." And he has pointed out the following results in fruit farming:

We may conclude then that the following benefits have actually been secured by cooperative associations:

1. Cooperative packing has produced a higher class of fruit in its respective grade than would be done by the average individual packing his own fruit.

2. The style and uniformity of the package and grade has been greatly improved, securing the confidence of the buyer; the buyer may also secure a larger quantity of a uniform brand.

3. Since shipping is done in large quantities, at least in car lots, better transportation facilities and rates are obtained. Associations of growers can demand a fair deal from the railroads where individuals would be able to secure nothing.

4. Cooperation has insured a better system of marketing, with a much more complete knowledge of markets, has done this marketing with less losses, and is better able to make good its losses.

5. Cooperative packing and marketing enables the grower not only to secure better prices for his products, but to produce a better product, because he can give his whole attention to the marketing of the fruit.

6. Cooperative associations are able to secure packages, spraying material and other supplies in large lots and at greatly reduced costs.

Finally, in brief, I think we have seen that cooperation in the marketing of fruit secures the consumer a better product and realizes the grower a better profit.

HOW TO USE THE PROFITS.

In reviewing the changes in agriculture during the last century and pointing out an ideal to work for I have urged a surplus in addition to cost of production. But it is not the profit as such that I wished to emphasize. This is merely a means to an end. Agriculture does not hold as high a place as it should. Farm life must be bettered. Recently one of our foremost citizens wrote: "We hope ultimately to double the average yield of wheat and corn per acre; it will be a great achievement, but it is even more important to double the desirability, comfort and standing of the farmer's life." How to attain this last result has been uppermost in my mind for some time, and I can do no better now than to repeat what I said at the economic conference in New Jersey last December:

Some of the steps which should be taken and which would assist in the uplift of agriculture and the agricultural class are better educational facilities, better roads, more extended rural mail delivery, the parcels post and better sanitary conditions. The local, State or national government can at once make these improvements and thus perform their part in the general uplift. But this is not enough. The

farmers must have more money with which to satisfy wants—real wants which urban dwellers now satisfy but which rural dwellers must leave unsatisfied. What is needed is, first of all, a larger net income. Then the farmers could make fuller use of the schools placed at their disposal; could pay the charges of the parcels post, and buy parcels to be carried; could subscribe for farm papers and magazines and more fully utilize the rural mail delivery; could have horses and carriages or automobiles and use the better roads, which would do so much toward social betterment, and could maintain more sanitary homes.

Nor is it enough that the farmers should be enabled to fully use and appreciate these agencies or institutions established for him by governments. With a larger net income the farmers could have telephones, could encourage interurban lines and use them from time to time in order to keep more nearly in touch with the economic, intellectual and social development of the cities. They could reduce some of the drudgery of farming by greater utilization of machinery; hire more and better labor and give their children more and better educational advantages; improve their buildings and grounds; shorten their hours of labor and in all directions raise the social, economic and intellectual standing of the agricultural class.

THE NEW AGRICULTURE.

When once this new agriculture is established the farmer will no longer exploit nature and having done so sell the remnants and go to town. Nor will he leave in large numbers to go into city industries or send his children there. Having learned the science of agriculture and having become a business man he will apply his science in a businesslike way, and instead of existing, as is so often the case now, he will live in the country and build his home there. It has recently been clearly shown that for what the farmer now pays for a good city lot for a home he could put all of the comforts of city life on the farm—"water pressure, bath and toilet room, a lighting plant, power laundry machinery, vacuum cleaner (for house cleaning)," and at the same time he would have a source of power which could be used to run washing machine, dishwasher, churn, etc. Under this new system there would be no monthly water, gas and electric light bills or high tax or insurance rates. Then, too, the "choicest physical blessings are to be found," good air, plenty of room, open sunshine or shade,

and security from dangerously infectious diseases. Country life, with businesslike farming, might easily be made more satisfactory than modern city advantages.

I have pointed out some of the advantages of concerted action. But it is not only in order to get larger profits that I urge cooperation. It is, again, to secure a better civilization. Mr. Wallace, one of Iowa's veteran farmers, has said: "Co-operative organizations for making or saving money are valuable largely because they lead to a wider and nobler cooperation in matters social, educational and religious. As farmers are brought together in these money-making or money-saving enterprises they become better acquainted with their fellows, have a higher appreciation of the sterling virtues of their neighbors, and unconsciously acquire broader views of life and its duties, thus slowly but surely preparing the way for a much higher rural civilization." This is surely one of the important uses of cooperation. It gets men to think and feel and act together for the good of all concerned. But the importance of the monetary gains are not to be overlooked since this makes possible a happy life. Still another valuable result of cooperating is the fact that it encourages attention to small things—details—it teaches frugality; it discourages waste; it is elevating.

If I have given much attention to the earlier agricultural movements, and the changes of the last quarter of a century, it has been to show the complete breaking down of the earlier system and how serious is the problem of reorganization. If I have devoted much space to the concentration of industries taken away from the farms and to the growth of a new and complex market system, I have done so to show how large and difficult some of the farmer's present economic problems are. If I have seemed to give undue attention to what I consider to be the national ideal, it has been because of the importance of the burden which I feel rests upon all of us to see that this industry—and in fact all industry—is directed along the right course. I have urged that every effort should be made to secure a reasonable profit for the farmer in order that the ad-

vantages of present day civilization might be made available for his use. Cooperation has been suggested as one way of securing results, but you are right if you insist that this is not a cure-all. It is not urged as a panacea for all ills.

BETTER USE OF SCHOOL SYSTEM IS NOW NECESSARY.

Two other lines of attack are open. I shall only refer to them and leave you to work out the details. The first is to modify to some extent our present educational system. In what way can it be modified to help to place agriculture on its feet? I wish to urge that one way is to modify the courses in mathematics. When the students are called upon to do problems in adding, subtracting, multiplying or dividing why should they not use figures based upon the facts which they will be confronted with in all after life? When they are taught to read or write or sing they get facts which they use daily in after life. They purchase or are supplied with writing books, drawing books, etc.; why not have simple account books in arithmetic and have practical problems presented to work out? It would not be long before the boys and girls would be keeping complete account books of all farm transactions. Problems in interest and partial payments would have a real meaning to the children.

What would be the result of this new system?

(1) Children would continue to get an excellent training in arithmetic; (2) they would be trained to think; (3) they would learn the value of accounts and understand how to keep track of their business intelligently; (4) they would take a real live interest in the farm; (5) they would develop into business people of ability as they launched for themselves, and (6) they would be helpful to their parents—being able to use their arithmetic to direct advantage without detracting from its cultural value.

With a competent accountant in each family who could know the cost of production, what things were produced at a profit, when and why losses occurred and when to store goods

to await fair prices, agriculture would have been advanced the first step toward a sound business basis.

The other great industries are composed of large units concentrated into small space. Great division of labor is possible there. Special accountants and office men are possible. But in agriculture, some one on each farm must be versed in the first principles of accounting before agriculture can be extensively improved. When it comes to cooperative enterprises and especially marketing the farmers would then have sons and daughters available and able to become efficient managers, expert accountants, etc., and would be sure that their affairs were in honest hands. These young people would also be ready to accept positions such as statisticians for gathering facts valuable for farmers to know.

Nor would I stop with the grade schools or consolidated rural schools. In the high schools or district agricultural schools I would introduce farm management in elementary form: and with this would come elementary principles in business methods, how to deal with banks, in credit, how to buy and sell intelligently and to organize a business unit. I would follow this in the college courses with a study of the more difficult, complex, intricate social system—courses in rural social sciences. Here would come a careful study of the factors in production, land tenure and the rent question, taxation and tariff problems; the question of labor and equipment; the transportation problems; the ways of collecting, grading, cleaning, sorting or mixing of farm products; the packing, shipping and storing of the same, and finally, the marketing of the produce of the farm and the purchasing of the things needed in return. Here would come also a study of the commission and brokerage business, the functions and methods of operation of chambers of commerce, boards of trade, coffee and cotton exchanges. Here, too, would come a study of the present selling systems—the single store, the department stores, the catalogue houses. This would be followed by a study of the possibilities of co-operation and other forms of business organization. Rural sociology, sanitation, politics and law should be given their proper

attention. I am emphasizing now the importance and something of the scope of the business side.

EXTENSION SYSTEM.

I spoke of two ways of starting the wheels of readjustment. The first was to use our present rural institutions of learning. The second is to apply the extension idea. The ideal of Wisconsin is to teach anybody, anything, anywhere. They are just beginning to get their machinery into working order. But how to apply it to our case: First let the State supply itself with a man equipped to give the latest and best on all phases of farm management and farm economics. Let him be prepared to respond to all calls where a score or more farmers wish information on a particular subject. Let him be prepared to give regular courses of study by correspondence to all who apply to do work "in absentia" and let him give any time remaining to investigating these economic problems—preparing pamphlet reports on one after another. Let these be made the basis for debating clubs. Let bulletins be sent to all who ask, telling how to organize debating clubs and local business concerns, giving simple rules and even sample constitutions and by-laws. In this way the farmers will be introduced to this new, strange subject, business economics.

Little groups of farmers are now organizing in all parts of most of the States of the Union seeking information on all of these subjects. At the present time marketing is uppermost in their minds, but information on all of the other subjects would be gladly received. They are on the right track. Will you put a man at the switch and prevent future wrecks?

In conclusion I would say we may paint pictures of the beauties of nature for generations to come; we may sing of the glories of freedom and fresh air; we may extol the possible comforts of suburban homes; we may establish free mail service and set out other agencies and institutions; yes, we may even condemn the country people for swarming to our large cities, and tell them how happy they are in the country, if they only knew it; but I am firm in the belief that agriculture and life

in the open country can never be elevated to the place it deserves until it is placed upon a profitable business basis. Then we will find in the open country all of the good things which go to make up a truly enlightened civilization.

MR. OGDEN—Ladies and gentlemen: Let me remind you that we waited a half hour for the audience and therefore I desire to bespeak for the next speaker your careful attention while he pursues the subject that has been so well given to us by the last speaker. I have the pleasure to present Mr. Gifford Pinchot, who is going to tell us how the national government may cooperate with the States in bettering rural conditions.

MR. PINCHOT.

NATIONAL PROGRESS IN COUNTRY LIFE.

The progress made by the United States in the past quarter century is more varied and more striking than that of any other country in any similar period of the world's history. But the benefits of that progress have not been distributed evenly. There has been inequality of opportunity, which is without question one of the worst evils from which this nation suffers, and there has also been inequitable distribution of rewards for work of equal merit and value. Opportunity and reward are not equal for all the citizens within any city, or as between any two cities; and they are especially different as between the city and the open country. The rewards of city life have hitherto been considered to be greater than the rewards of country life, not because they are so in final reality, but principally because they have been better understood and because of the better organization of life in cities. There has grown up in consequence a strong movement from the country to the city and an equally important tendency both among city and country dwellers to minimize the advantages of life in the country and to look down upon the occupation of the farmer.

The result is to weaken country life, and it is or should be

of the most serious concern to the whole Nation. No nation can continue to prosper unless its civilization is built on the abiding foundation of a strong and satisfied life in the open country.

The prosperity of the open country is not a farm question alone. On the contrary it is a question which affects every division of the nation, the city less directly, but scarcely less vitally, than the country itself.

The question of better life in the country is one with which both the State and the national government are intimately concerned, but in which they can do little more than point the way. The farmers themselves must decide. If country life is to become more dignified, better thought of, with larger rewards in comfort, income and social advantages, it must be the farmer who will bring it about. Others can help, for this is a national problem, but the solution itself lies essentially with the man who lives in the country.

If the farmer decides that he will have country schools which train his children for life in the country, then such schools will arise, and the farm children will grow up with a keener zest in country life, a deeper knowledge of it and a better opportunity to succeed on the farm.

If the farmer decides that he will have better means of communication in the country, then more telephones and better roads will come, and with them more rural free delivery routes, and the parcels post. The latter the farmers of the United States already want, and want unanimously, but they do not yet seem to have decided that they will have it. When they do they will get it.

If the farmer decides that he will have better sanitation on the farm then the fearful tax of stricken, wasted lives, and untimely deaths will cease, especially in the South, and farm life will be freed from one of its most serious detractions.

Most important of all, for it includes all the others, if the farmer decides that he will himself put an end to his own isolation and work in cooperation with his fellows for all the great

objects of united interest common to the farmers of each farming neighborhood, then the beginning of great things will have arrived. The cooperative spirit is the master spirit of this age, and the farmer has been the last to feel its influence and respond. In spite of the great good accomplished by the Farmers' Union and the Grange, our farmers as a whole are largely unorganized for their own benefit. Practically all the interests with which the farmer deals are organized and in effect organized against him. Without organization the farmer is helpless. It is another case for applying the wise old adage "United we stand, divided we fall."

Organization among farmers means better farming, for many heads are better than one. It means better business, for if anything is clear in modern business life it is that the man who stands alone is at a disadvantage. And most of all, it means better living on the farm, better social and educational advantages for the farmer, his wife and their children; more comfort, greater satisfaction and less desire to leave the farm. When the things that make life worth living are found in greater abundance in the country than in the towns, as some day we shall all see that they are or should be found, then country life will take its rightful place. And the way to reach it is along the road of cooperation.

It is by setting such facts as these plainly before the farmers of the United States that the State and National governments can best help the farmers themselves take the next step to further their own betterment. The United States Department of Agriculture and the State agricultural colleges and experiment stations have established a broad foundation of available knowledge on how to farm. It is now time to lay more emphasis on how best to apply this knowledge and above all on the fundamental farm problem, which is this: How can the farmer and his family realize the best home life, the best business life and the best social life on the farm? The great problem of the country is not a problem of crops but of human lives.

**FOURTH SESSION.
THE ELECTION OF OFFICERS.**

The following officers were elected:

President.....ROBERT C. OGDEN.
Vice President.....B. J. BALDWIN.
Secretary.....WICKLIFFE ROSE.
Treasurer.....WILLIAM A. BLAIR.

MR. OGDEN—The first paper on the program for this morning is by Mrs. B. B. Munford, who will speak to us on “Woman’s Work for the Rural Schools.” I have pleasure in introducing Mrs. Munford.

MRS. MUNFORD.

Mr. President, Ladies and Gentlemen:

My paper is not just as given on the program. After conference with Dr. Rose I have changed it slightly so that the title is “The Southern Woman’s Work for Education: a Record and Interpretation.”

THE GRAND REVIEW.

Did you think that the march of the militant ranks,
 That the legions that down to the battle deploy,
 That the carnival crews with their innocent pranks,
 That the files that go by in the festals of joy,
 Were the bravest, the finest, the grandest, to see,
 The strongest, the sweetest, the tenderest, true—
 These ranks of man’s power, these corps of his glee
 That pass through the ages in time’s grand review?

Then come! We shall follow no blare of the horn,
 No sound of the bugle nor roll of the drum.
 Come out to the mighty review of the morn—
 Where the children are marching to school, let us come!
 Did the splendor, the glory, the beauty, the dream
 Of life in its tenderest promise and grace
 On the front of a militant army e’er stream
 As it streams in its sweetness o’er each ruddy face?

Here is hope in the dawn of its beauty and pride,
Here is joy in the innocent sweet of its glee.
Oh, finely they sweep as they swing with the tide
To the schools of the poor in the land of the free!
No bugle to blare and no rumble of gun,
The banner, above them, alone to display
The pride of the land as they romp and they run—
Hats off to the schoolchildren marching today!

Hats off to the army with books and with slate,
With spellers and readers all armed for the foe!
Hats off to the ranks that are wards of the State,
With hearts that are bonny with life as they go!
Stand back as they pass! Oh, an army so fine,
So splendid, so merry, so gentle, so true,
They march to the cheers of the sweet hopes that shine
To beckon them onward in life's grand review.

THE SOUTHERN WOMAN'S WORK FOR EDUCATION; A RECORD AND AN INTERPRETATION.

What is the significance of this fresh stirring of the emotions and will of our women? Whence comes it; to what work is it committed; whither does its ideal lead?

The season of the year recalls to our minds Jesus' last days in Jerusalem. It is growing dark, hope seems dead. It is written the disciples "forsook him and fled," only the women have lingered true in their passionate allegiance to the man and his cause. The power to bear and the power to believe finds them faithful in the darkness and hastening when it was yet early to meet and recognize their risen Lord. A picture for all time of two of the essential qualities of womanhood.

The teacher in the one room school of the remote district, poorly prepared, lacking in all the externals which might stir her imagination, burdened beyond her strength, with no co-operation and no sign of the coming of the relief column; the children crowding about her calling for help, she can only inadequately give—a solitary figure—and yet the same woman strong to hope and to endure. Is she not the dramatic figure, the pivotal point, in this insistent movement toward the rural school?

In studying the history of the school movement in the South it is significant that the first School Improvement Association was formed in Richmond in May, 1900, by five women, and the first State organization was born in 1902 at the suggestion of Dr. McIver at a woman's industrial college. Did not this practical man, who devoted so large a portion of his life to the cause of woman's education, see dimly that women are always eager for a gospel of service and good news, and that they are wont to be found with radiant faces looking toward the East? He knew that their idealism and persistent faithfulness needed only to be trained to become a potent and irresistible factor in the uplift of the Southern States and, therefore, he wrote: "It is plain that the State and Society, for the sake of their future educational interests, ought to decree that for every dollar spent by the Government, State or Federal, and by philanthropist in the training of men, at least another dollar should be invested in the work of educating womankind."

The Southern woman of an older generation felt and was heard to say that the men of the Confederate armies were never defeated, that they were only outnumbered; and certain it is that the courage and endurance of this Southern woman could not know permanent defeat. Hers was a devotion that having known sorrow and death has had the mark of immortality stamped upon it. The daughter, rich in inheritance, about what is she concerned? Trained to cherish reverently the memories of the past she has built monuments to her country's heroes that her children and her children's children might meet the tasks of today in the spirit of high adventure and devotion to duty characteristic of their forefathers.

This sacred task well fulfilled she has turned her attention to what General Lee saw to be the point of departure in the reconstruction of our Southern life. She has set herself with determination to the task of public education. With characteristic common sense and eye trained to see and utilize the thing at hand our women have fastened their attention upon the school in their midst. The pledge of membership in many of the school leagues is touching in its simplicity: "I hereby

pledge myself to do at least one thing for one rural school this year.' Verily it is a ease of each one building over against her own house. Their initiative, resourcefulness and self-reliance are shown in the splendid list of houses cleaned, repaired, or built; interiors beautified and improved in a thousand simple and yet infinitely useful ways; grounds cleaned and made attractive; money earned for libraries; school entertainments planned and executed; children washed and shod and brought to the schoolhouse; teachers encouraged and inspired, and sometimes a whole neighborhood vivified and remade by the throb of a common interest in a common possession. Many of the reports have the touch of romance, so full are they of homely service, under the spell of a generous idea. Each State as she has fallen into line has seemed to make some contribution all her own to the common store of knowledge which is slowly gathering around this movement for the consecration of the school to the purposes of demnoeracy.

North Carolina has shown the strength and power of full eoooperation between a State department of education and a citizens' movement. She has set the pace for work along broad and comprehensive county and State lines. In one year her school improvement leagues have raised and spent for school improvement the generous sum of \$5,000.

South Carolina, full of the fire of her Huguenot blood, is at work with an energy vital and amazing. She has put herself and this work in touch with the agencies beyond the State which seemed most likely to stimulate and edneate. In eighteen months the State Organizer has made three hundred and fifty addresses in thirty-eight counties. She reports 6,000 members, two-thirds of the counties organized, and all counties with some associations.

Miss Pettit's work in *Kentucky* stands for the possibilities of a school, based on first hand knowledge of conditions, to minister to and remold the life of our mountain people. The women of that State have shown initiative in raising funds to carry on the campaign work and have had a very special share in shaping the legislative acts in reference to edneation. They

are eligible as school trustees, and one woman is a member of the State Education Commission. They have laid special emphasis upon teachers' and farmers' institutes as places where they might preach the gospel of the common school.

In *Tennessee* we have the Farragut School, one of the best developed model public rural schools in the South. Seven schools for mountain children have been started by the woman's clubs, and attention is invited to the work of the "Lookout Committee" in Knoxville to increase school attendance.

Mississippi has the honor of having one of her women as the mother of the idea of her State Industrial School and College for White Girls, the first State institution of its kind in the United States. Her women workers are laying stress on the rural school as their peculiar care.

In *Alabama*. Very early work was done for improvement of school supervision, and it has been the home of an interstate effort for industrial training of the white children of the South. The work for kindergarten among the mill children has been beautifully developed by Miss Lindsay, and the school improvement leagues have done valiant service.

Arkansas and *Louisiana* have come later into the school league work, but both are pressing forward with zeal and intelligence. The work of the Child Labor Committee and the enforcement of factory inspection in New Orleans commands our attention and admiration.

The school work in *Texas* is in very close touch and sympathy with that of the State University. The work in that State has also been entirely self-supporting. The Texas women have had built a woman's dormitory at the State University, and also have had a large share in the work and management of the State Industrial School.

The special features of the Citizen's League work in *Virginia* seems to be the cooperation in it, both in plan and prosecution, of men and women. It has seemingly tended to develop, among active men of affairs, the sense of the importance of the school as a center of democracy. The work of the club women in several counties in bringing to a successful and growing develop-

ment a system of school and county fairs is also worthy of notice and imitation. The leagues in that State have raised, during the past two years, the sum of \$12,000.

We cannot think of *Georgia* without the picture of Miss Berry and her boys for whom she has made a "chance in life" a real and tangible thing. Four model rural schools and the library work are under the care of the Federation of Women's Clubs. The presence of a goodly number of college women in the State seems to bring into prominence the scientific study of educational and social problems. And at the other end of the scale Mrs. Hill, with her band of farmers' wives, is journeying up to the State University at Athens that they too may share in some of the good things now abroad in the land—so far as I know—the first attempt in a Southern State of a conference of farmers' wives under the ægis of a leading State educational institution.

This is but a rough sketch in outline of some of the salient features of our Southern women's achievements. Surely they have been stirred to a purpose and their efficient and self-effacing service is the child of a great idea. Edgar Gardner Murphy has pictured their vision: "The great thronging masses of men alive and radiant with those capacities and efficiencies which redeem the waste and silence of the world." A race of free men, self-knowing, self-directing, self-devoted to the common good. Is not the insight which recognizes the school as the potent factor in such a democracy a true and lawful one?

The recent report of the government "Commission on Country Life" as to the needs of rural neighborhoods gives the following: Better facilities for communication, business organization of the community through cooperative buying and selling, enrichment of the social life, reorganization of the school to meet the needs of the life about it. The school adjusted to neighborhood needs is the seed-corn from which shall spring first the blade, then the ear and finally the full corn in the ear of the new conception of country life. The movement for good roads is a necessary concomitant to the growth of the consolidated school. The sense of common needs and purposes, the

consciousness of group power and the ability to cooperate are the natural fruits of an ordered school. The sports and games and the well planned entertainment are forms rich in suggestion for supplying our need for social enjoyment. Jane Adams insists "that education ought to do this thing for everybody—make them able to judge a thing in its own setting and not merely by its appearances. Education ought to give us something of a background for the interpretation of the affairs before our eyes." The school, then, must interpret the neighborhood to itself and it must at the same time fit the child for participation in the life of its own neighborhood.

This conception of the school reveals larger possibilities for our work. The School Improvement League may blossom into the Civic Betterment Association, including good roads, intelligent and intensive soil culture, cooperative associations and social life, which refreshes and invigorates in its purposes. In short the school may be made the conscious center of a real democracy.

Keen intuition and large thought, even if dimly apprehended, lies back of the joyous sense of patriotism issuing in service which has dominated our women. They have recognized, in the South, the people's splendid idealism, their native capacity for statesmanship, their power of persistent effort in the face of difficulty and their willingness to die for the idea that possesses them. They have seen these qualities unified and consecrated, shot through with the passionate belief in the inherent worth of every human soul and the value of each man as an end in himself. A new sense of brotherhood is abroad in the land and the women hasten to make it a reality. The little schoolhouse has the light of romance upon it as it has become for them a potent and directive force in the preparation of our young citizens for participation in this Christian vision of the "Kingdom of God" come upon earth. The pathos and worth of the patient teacher has made its appeal, she is stirred by the whispered news that the relief column is at last in motion and her sister women engaged in a quest which means freedom for her to *see*, and training for her, to the end that she may *do*.

Does the shrinking woman in us murmur "if thou hast run with the footmen and they have wearied thee, then how canst thou contend with horses?" We have the answer Mordecai made to Esther: "If thou altogether holdest thy peace at this time, then shall relief and deliverance arise from another place, but thou and thy father's house shall perish. And who knoweth, whether thou art not come to the kingdom, for such a time as this."

Shall not the endurance which found woman faithful at the cross, and the vision which brought her first sight of the Master newly risen, hearten us for this day's opportunity?

"Oh do not pray for tasks equal to your powers. Pray for powers equal to your tasks. Then the doing of your work shall be no miracle. Every day you shall wonder at yourself and the richness of life which has come into you by the grace of God!"

MR. OGDEN—"The Woman's Club as a Factor in Education," by Dr. Lilian W. Johnson, of Tennessee.

MISS JOHNSON.

THE WOMAN'S CLUB AS A FACTOR IN EDUCATION.

Have you stood upon the shores of the sea and gazed out over its illimitable stretches of water, fascinated by its gleaming, iridescent beauty, exhilarated by the freshness and purity of its breath, awed by the sheer mass and power of it, when suddenly there came to you the thought that here at your feet lay pulsating the greatest store of unused energy in the universe? Man has drawn lightning from the sky and chained it for his use; he has harnessed the raging mountain torrent and made it do his bidding, but the sea, rocking back and forth within the bounds which nature has set for it, led hither and yon by its master, the moon, has ever defied man's efforts to bind it to any constructive service.

Thus the sea seems a prototype of the womanhood of the past ages. Ever restless within the bounds which nature seemed

to have set for her, led here and there by her master, man. For many ages she had little part in the constructive work of the world. Until some fifty years ago—was it among the bleak hills of New England, or on the broad prairies of Indiana? Both claim the honor—a little group of women drew out from the mass of womanhood and formed a club. Not with the idea of doing anything, oh, no! They came together simply for the purpose of putting some new interest into their own lives and of improving their minds, for the iron hand of modern machinery had reached into their homes and had taken away most of the processes which not only had given the chief interest to household work, but which had been the chief means of educating our foremothers. It was not that modern progress had robbed the home of all its problems of interest, but those left behind were such as could be solved only by the highest training in the modern sciences of biology, chemistry psychology and sociology, and training along these lines was denied to the women of those days. Therefore, thrown back upon themselves these women came together seeking a new interest and means of self-culture. But just because they were organized things came to them to be done.

The activities which the women's clubs took up were as varied as the needs of the communities in which they were organized. It was by doing the thing needed just at hand that the work broadened out beyond the local community to the limits of the State and then into national affairs. Here was a girl who could go to college if only a little money was raised. So a scholarship was given, until thousands of girls have had a college course made possible to them, and dormitories have been established for them at various institutions through the efforts of the club women.

A club in the country could not carry on its work for lack of books. So a library was collected and sent to this club, until today more than three hundred thousand books are being sent over the land to comfort the lonely, to instruct the ignorant, to give inspiration and new life to those living in the back-water districts, while in many places permanent free libraries

have been established by the efforts of club women, and through their help library commissions have been organized in many States.

The club women peeped into the schoolroom and finding no pictures on the walls, and no books for supplementary reading, there began the cooperation of the club women with the public school teacher which has led to the great movement of public school improvement which has not only decorated the walls of the schoolhouse, provided libraries, reformed sanitary conditions and beautified the yards, but which has modified the curriculum, making possible manual training and domestic science; has established kindergartens: provided playgrounds and school gardens, and is now taking thought for the physical condition of the child.

The Woman's Club, of Chicago, maintained a school in the Cook County jail for the young delinquents herded there among hardened criminals, and out of this has grown the movement of the Juvenile Court, which is spreading to all our large cities and is doing so much to prevent the development of a criminal class.

During many years individual clubs sprang up all over the country, gradually taking up various lines of work, too numerous to mention in this short discussion, until there came the need of closer cooperation, and in 1889 the Sorosis Club, of New York, called together a few literary clubs. Out of this meeting the following year there grew the General Federation of Women's Clubs, which now includes forty-seven State federations, with more than ten thousand individual clubs, with a membership of approximately eight hundred thousand. To-day there is no work making for human progress in city or State in which the women are not lending a hand, and already are they recognized in national affairs. One woman, the President of the General Federation of Women's Clubs, was invited by President Roosevelt to attend the Conference of Governors to discuss the preservation of the natural resources of the Nation. The passage of the National Food Law was due in large measure to the efforts of the club women.

But it is to education especially that the club women are devoting their efforts. The General Federation uniting with the two associations of college women, the Association of Collegiate Alumnae, and the Southern Association of College Women, with the Congress of Mothers and the Council of Jewish Women, have organized as a department of the National Education Association, and are now striving to cooperate with the educators of the Nation in an effort to secure for every child of the land the best training for life. Not only has every State Federation its educational committee, but every local club, whatever its particular interest, is asked to appoint an educational committee, or at least an educational member, to take part in some phase of the educational uplift. This Department of National Organizations of Women, including as it does nearly a million women; is aiming to secure, (1) the best legislation in each State concerning birth registration, child labor, compulsory school attendance and juvenile courts; (2) a sufficient number of well-equipped and well-cared for schoolhouses in every locality; (3) a properly trained and adequately paid teaching force; (4) expert paid supervision of all school work; (5) training for the hand and moral instruction in all public schools. Does this not mean new and better things for the childhood of the Nation?

Through this organized club work women have made two important discoveries. The first, that which the Greeks counted greatest of all, "know thyself." Through organization the woman of today has found herself. She has discovered a place and a use for every talent she possesses, a possibility of development for every power lying dormant within her. So the organized womanhood of the world is rapidly becoming one of the greatest constructive agencies in modern progress.

But not only have women found themselves, they have also solved that vexed and much discussed question of what is a woman's sphere. We can only surmise as to what prehistoric man told his woman was her sphere (though some of us suspect that first tree-top house was made to shelter a child), but historic man has never left us in doubt upon his views of a

woman's sphere, though too often he has interpreted a home as a place where he could get three square meals a day. While many a woman confined within the walls of a home has paced halls that reechoed only with sad memories and dead hopes, and has cried out for something vital and living to love and to live for, the woman of today refuses to accept the mandate of the man that the home is her sphere, and by the thousands she is leaving both the home and the man. The organized womanhood of today has discovered her sphere in work for the child, and lifting in her strong arms not one child, but the childhood of the world; she is saying, "Here is my sphere, here can I give my life and my heart in fullest measure." Then, indeed, when she discovers that the child needs the home for its best and freest development will she build again the home, this time with the nursery, not the kitchen as the centre.

A modest girl protested against taking courses in household economics on the ground that it looked as if she was seeking a husband. The opportunity of creating a home may not come to every woman, but so varied are the phases of child-culture that every woman may find a place for her peculiar talent. Therefore let us introduce into our schools and colleges courses on child training. We need tens of thousands of women to care for and educate the children of the land. To leave, as we do, the child during its most formative and susceptible years to the care of ignorant and indifferent nurses is to sap the vitality of the Nation at its foundation. When shall we learn that the human infant should be bred and trained with the same scientific care as the animal and the plant?

"And they brought unto him also their babes, that he should touch them; but when the disciples saw it, they rebuked them. But Jesus called them unto him, saying. Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God."

Has it taken us two thousand years to learn what the Christ wished to teach us? Let us thank God that at last our eyes are opened; that at last we have learned the first lines of the lesson that national health, national prosperity and national

wealth and welfare can be secured only as we care for and educate each and every child.

MR. OGDEN—We will proceed with the next number on the program, "The Educational Work of the Club Women of Georgia," by Mrs. Robert Emory Park, Chairman of the Education Department of the Georgia Federation.

MRS. PARK.

After hearing Miss Johnson's inspiring address on federation work in general, to listen to an account of work in Georgia —our one little corner—is like watching the grand parade of an army and afterwards viewing the evolutions of a squad.

In beginning I would say to this indulgent audience that I am perfectly aware that facts are indigestible and "figgers" soporific, but I could not eliminate them altogether. An apology is due to the college women for the ungrammatical way in which the club women are handled, as "they" one moment and "we" the next. A socialist would take no offense at this, for he believes that "we uns" and "you uns" should be interchangeable terms.

Education became the question paramount with the State Federation of Women's Clubs at its foundation. Words fail to tell how they rejoice in the great educational awakening which is arousing our country from one end to the other. Their first circular, issued nearly twelve years ago, announced their intention to work for the establishment of kindergartens, for better trained teachers, for better schoolhouses, for a compulsory education law, for local taxation, for county high schools, for circulating libraries and for the founding of mother's clubs or women's clubs and village improvement societies. They have adhered pretty closely to this program. Their belief today concerning the educational needs of country schools is embodied in the formation of their educational committee with its sub-committees, viz.: kindergarten, compulsory education, local taxation, model schools, or industrial education and school im-

provement. To these we have lately added the students' aid or loan fund committee and the gift scholarship committee. Both of these committees were formed to assist young women to train themselves for the profession of teaching, and thereby to emphasize our belief that the greatest need of our rural schools today is well trained teachers. We propose adding another committee on the establishment of county high schools.

The educational work of the federation may be divided into three classes: school, community and legislative work. No modern definition of education would confine it to academic instruction merely.

The growth of the free kindergarten system has been most satisfactory, and its incorporation in whole or in part into the public school system of some of our cities has proved a success. Our State Chairman of Kindergartens, Mrs. Nellie Peters Black, of Atlanta, reported at our last State convention 59 kindergartens in Georgia, over 2,000 pupils and 76 teachers. Three cities, Augusta, Columbus and Savannah, have incorporated the kindergarten into their common school system.

INDUSTRIAL EDUCATION.

That the women of the federation believe in industrial education, and that it can be grafted directly upon the common school system as now existent in our rural districts, at small expense, is proved by the fact that they have tried to show their faith by their works by educating trained teachers and by establishing model schools. For six or eight years they have maintained the industrial department, including domestic science, in four of these schools, and another is just completed, at a cost of \$3,000, on our property, to be placed like the others under the State system. If experiments have not measured up to high ideals they have been most encouraging. In season and out of season the federation, while preaching the gospel of beauty and art, has pleaded for practical education, "usable knowledge," a reform in our school system that will train children for life and the duties about them. Teach the child to do things, for the king is the man who can.

"Of the thirty-two million bread winners in this country, some thirty millions must work with their hands. The great majority of children in school today must become bread winners and they will have to work with their hands." Is not the problem of education then largely industrial? Georgia is an agricultural State, and our rural schools should instill, by every means, knowledge of agriculture, love for agricultural pursuits, and the freedom and independence of country life, and above all, respect for the dignity of labor. It has been demonstrated that agricultural education will return \$1,000 for every dollar invested, hence the practical wisdom of agricultural colleges, and of farmers' conferences and institutes. Increased earning power is true of every form of industrial education.

SCHOOL IMPROVEMENT.

The school improvement work of the federation is under the chairmanship of Mrs. Walter B. Hill, who is the director of the State school improvement work. The conference for farmers' wives, which met at the State Agricultural College at Athens with the farmers' conference in January, was called and conducted by her and marks a new era for the farmers' wives in Georgia and the South. It is proposed to hold these conferences, as far as possible, all over the State.

The education of the community includes not only the efforts for betterment of rural conditions, by means of traveling libraries, school and home improvement clubs, etc., but sociological work of every kind, such as is done by the civic improvement leagues, by the committee on public health and sanitation and home economics. It is matter of public knowledge how effectual in removing abuses and working reforms the organized efforts and agitation of the club women of the country have been. The immense value of compact organization in spreading any propaganda is instanced by the widespread interest taken by the women in the forestry movement and the fight against tuberculosis. The sixty-four clubs in the city federation seem to be animated at this time with the simple purpose of extirpating the white plague. The club woman—

"a specialist on sociological pathology"—is not a bad definition, although perhaps first applied in derision. The study clubs of the federation form a post-graduate school for grown-ups, so to speak, in which much earnest study is pursued. The busy mother and the "rushed" society women find here their only opportunity for culture and systematic study. The library, the people's university, is their constant resort, and the library is a great schoolmaster. And here let me say that the Carnegie Library is the very crown of blessings to Atlanta. Our Library Committee, Mrs. E. G. McCabe, Chairman, has sent out 14,000 books, with no money back of them, in two years, and has supplied thirteen villages with libraries. These libraries have carried a message of sympathy and cheer from the city woman to her sister in the country—the woman with the churn and the frying pan—and alas! too often "with the hoe."

The work of the federation in drawing out and stimulating the intellectual energy of the mothers is educational work of infinite value not only to their children but to society at large.

GIFT SCHOLARSHIPS.

For years the different clubs have been giving scholarships to the normal schools and other institutions, in addition to their steady contribution to the industrial schools. At one time during a period of three years the clubs gave almost \$3,000 worth of scholarships. Since putting the work in the hands of a committee, in November, we are able to report over fifty scholarships, in the regular literary course, in music, art, oratory and in business schools. The latest gift scholarship is from a sorority of twenty young women in Brenau College, Gainesville. Realizing so early their duty to others what a power for good they will wield in Georgia!

THE STUDENTS' AID COMMITTEE.

This committee was formed, a few months ago, for the purpose of raising a loan fund to assist young women through our normal schools or through college, and already it has placed three girls in school and the fund is growing apace. It has been

interesting to watch the altruistic growth of the federation clubs; how one by one they have abandoned their egotistic desire to benefit themselves alone, and have grown eager to help others into the light of a larger life. Almost without exception they contribute to the educational fund of the federation.

COMPULSORY EDUCATION.

For several years we have labored hard to create public sentiment in favor of compulsory education, and for the last two years we have endeavored to obtain legislative action. Our bill was reported favorably by the committees—only one member voting against it. But it was sidetracked in 1907, as the prohibition bill had the right of way, and last year the prison reform bill and convict lease question blocked all other legislation. Several counties have tried a local bill, and we believe that the State generally, convinced that a compulsory education law is the natural corollary of a child labor bill, and that it is a civic sin to allow children to grow up in ignorance, will demand the passage of this *compel-parents-to-do-their-duty* bill. The local tax and county high school bills will follow. The farmers are ready for them. The posters in big black headlines, which our committee has sent out, remind one of the “scare them to death” method.

Today the reforms we have hoped for and worked for seem to be in sight. But who can measure the patience and faith and persistence it has required to work and wait; to sit down calmly before the walls of opposition and prejudice and carry on the siege! Sometimes one couldn’t help longing for a little dynamite. But then *disjecta membra* would not make soldiers, and a workman’s trowel was never made of a broken brick. We are convinced that “a whirlwind campaign,” such as was waged by the club women of Kentucky, is better than dynamite.

MR. OGDEN—The next number on our program deals with the higher education of women, concerning which we shall hear from Dean Lida Shaw King, Dean of the Woman’s College of Brown University.

MISS KING.

THE HIGHER EDUCATION OF WOMEN.

Ladies and Gentlemen:

I wish first to express my gratitude at being invited to this Conference. I have enjoyed everything that has been said and done. I have always read with interest the printed reports of these conferences, but I have never been so deeply impressed with the zeal and the wisdom which you are putting into the work as I have been on this occasion when I have been present in person. And I find myself not a little envious of you. Your opportunity is so great, your work covers such a large extent of territory, it embraces so many varieties of educational work, and there are so many difficulties in your path. I fear that in the North we sometimes get to discussing rather trivial points. For example: I received not long ago a letter from a sister college which asked a number of questions concerning the college where I am working. Two of these are indelibly stamped on my memory: "Do you allow your students to go out after dark without a chaperon?" and "Are the sleeping rooms in your dormitory furnished with set wash-basins?" Now it did not seem to me that whether the Brown women were on the street after sundown unchaperoned or whether they washed their hands in set basins or wash bowls even in the bathrooms that their course of action in the matter should necessarily set the standard for college students elsewhere. In this Conference you have studied large problems and I shall go back to my work inspired and invigorated.

I believe that I have been invited here today to speak to you of that college of liberal arts with which I am associated. It is called the Women's College in Brown University, and is situated in Providence, R. I. Seventeen years ago the people of Rhode Island were confronted with this problem. Rhode Island is a thickly settled district of New England. Providence, its largest city, has some 200,000 inhabitants, and about it are other cities, as well as many towns and villages. But in this district there was no college for women. It was felt that in any

large community there must be many young women who are cut off from a college education, unless there is a local college; those who cannot afford to go away from home to college; those who cannot be spared from home, and those who do not wish to leave home. The primary function of the city college is to educate the stay-at-homes. Then there is also another class of young women who can make use of a local college. They also fall under the general class of stay-at-homes. I mean these who cannot for one reason or another take a full college course. There is the girl who must help keep house, or who must care for an invalid in the family; the girl who is not very strong, or who is acting as secretary for her father; the girl who wishes to devote most of her time to music or painting, or to the social duties which the position of her family demands. These young women can make time for a partial course. Now this class is a large one (in one of our women's city colleges one-third of its students are drawn from this class), and it is also a permanent one, and to my mind one of the most important functions of a city college is to meet this demand of partial students. If it does not, they are cut off from any college influence whatsoever. The admission of partial students has not always been received with favor by our colleges; it has been felt that the academic atmosphere of a college is better when all the students are devoting all their time to academic work. This point of view must be respected, and yet it seems to me that the slight diminution of academic atmosphere, caused by the presence of partial students, is amply compensated for by the gain to those students themselves. We have not only gone so far as to admit to the class of specials those who have had a full college preparatory course, but also we permit those graduates of preparatory schools who have done excellent work in some one or more subjects to continue those subjects in college. So important do I feel this function of the city college to be that I should favor the admission to college of such students as have completed with a creditable record the full course in any secondary school of good standing. In view, therefore, of what was felt to be a probable demand for a college on the

part of the community the Women's College in Brown University was founded.

Before showing how large the demand for the college has been I will describe briefly its organization, for the type of college of which it is an example may prove of use to you in building up the colleges of liberal arts for women in the South.

It is an affiliated college, that is, it belongs to that small group of American colleges, which have this in common, that they have been attached to a university for men. In so far as the manner of attachment is concerned, each college is a law unto itself. The Women's College in Brown University is a department of the university, existing under its supervision and following its academic policy, employing its teaching staff and sharing its library and its laboratories. On the other hand, the college is socially separate from the university, for it has its own campus, recitation building, gymnasium and dormitory. Academically, there is a distinct advantage in this arrangement. The young college begins life with a great library, thoroughly equipped laboratories, with a large and well known staff of teachers and has the prestige of being connected with an institution whose position is already established. The financial advantage is also obvious. The college is spared the vast expense involved in maintaining laboratories and a library and in paying full salaries for instruction. As I once heard your Prof. Mitchell say, "Here is the maximum of efficiency with the minimum of expenditure."

Some statistics have been gathered to show how large has been the demand for our local college, and I may mention them because they emphasize the need of a local college in every thickly settled district of our country. These statistics were collected two years ago when the college was in its fourteenth year. First, they show that eight hundred young women who lived in Providence or in its vicinity have studied at the college, three hundred had graduated from it and about eighty had gone from it into the graduate department of the University. As the popular college in the female mind of Rhode Island is the college situated in the country and not attached to

a university where men are studying, it is fair to assume that all of these local students could not have had a college education had not the Women's College been founded. Second, these statistics reveal this valuable information as to the proportion of the college students living in the district which Brown University was educating. I refer to the women, of course, not to the men. It was discovered that the local college is graduating each year three times as many local students as all the distant colleges put together, and that its proportion of nongraduates was about twice as many. To put the fact in another way; as a very large proportion of our local students live at home in Rhode Island, the stay-at-homes who graduate from college are three times as many as those who go away from home and graduate. If we are desirous of increasing the number of American girls who go to colleges of liberal arts, there is no more effective way than by providing all of our thickly settled districts with a woman's college. A third statistical test of the influence of the women's college was applied. We wished to know whether the college was drawing students from any towns and villages which had not sent girls to other colleges, that is, whether it was reaching non-college-going localities. The result of this investigation was favorable. Not only was it proved that the college was successful in this respect but that the number of places reached by it and not reached by other colleges was thirty-nine, over one-half of the total number of places which have sent girls to college. I have not mentioned these dry statistics simply to call attention to what my own college is doing but to use it as an illustration of what we may expect any local college in a crowded section to accomplish, thinking that here you may find a suggestion for your own work.

Thus convinced that our college has a mission in life and one which no other college can do for it we are trying to increase its field of work. In Rhode Island, and what I have to say is true to a larger or lesser extent of all parts of the North, the majority of the young women who go to college are there because they expect to be teachers, and at the same time, realize that all the larger posts are reserved for the college grad-

uates. Our colleges and our best high schools employ only the graduates of colleges of liberal arts. It is this majority of prospective teachers which gave occasion for Barrett Wendell's dyspeptic remark that "The chief purpose of our women's colleges seems to be to turn out female school teachers with what look like dignified and valuable degrees." Now the young women who are in the minority in our colleges are those who intend to earn their living in some other way than in teaching the higher grade work, or who do not expect to have to earn a living. The young women who intend to teach grade school work or teach technical subjects or to be secretaries or matrons of institutions or to fill positions other than the higher teaching positions of liberal subjects, are apt to take a short cut to their profession by going directly from the high school to the normal, industrial, or technical college, while the young women of leisure are satisfied with a high school or private school education, occasionally topped off with a winter at a finishing school or a summer of European travel.

It is these two classes of young women whom we are aiming to get hold of, and at the risk of being extremely prosaic, I will tell you of two of our methods. The following method, aimed to reach both classes, but especially the former, was devised a year ago by the Rhode Island Branch of the Association of Collegiate Alumnae, at our suggestion, and it is now being carried out by the members of that branch. It aims to come into contact with the seniors in the high schools and to influence them to decide to go to college. There are four lines of attack. A scholarship available in any college is offered each year to the girl who passes with highest marks the examinations set by the College Entrance Board of New England. An additional stimulus is offered to the girls in the country high schools, where there is less interest in college going, and this takes the form of a prize of money awarded for the best essay on "Why a Girl Should go to College." College women are sent out to the different schools to address the students on "The Advantages of a College Education." Finally, all the senior members of the college preparatory departments through-

out the State are invited from time to time to visit the university, where they are entertained by college graduates and undergraduates. This last line of work was adopted, because we felt that a glimpse of college life might sometimes succeed in determining a girl to go to college when more intelligent appeals might fail. This movement is still too young to have proved its real value, but those results obtained are encouraging. Fourteen out of our twenty-one high schools have admitted the speakers; one hundred and twenty-eight girls accompanied by thirteen teachers, representing nineteen of the twenty-one schools of our State, visited the college in response to the last invitation, while several girls entered college last fall through the influence of this movement. This method of arousing interest in college going is both simple and inexpensive and may be used in any section of our country.

The second method, at present being formulated and will be tried next fall, is intended to reach the future women of leisure. Those courses of study which we think will appeal to the young women of this class will be advertised in the daily press and printed announcements of them will be circulated. Many women who are interested in the value of a college education will be appealed to, to exert a personal influence to arouse these indifferents. The problem of how to reach the vast number of young women who are to be women of leisure is one of the big problems which our colleges are facing. At present, there is in this class a great mass of undeveloped resources which our country needs. In these days, when, as President Eliot says, "The intellectual mother is in demand," when there are so many opportunities for our women to lend their influence, to give their money and to work in social, philanthropic, educational and economic lines, and such need of workers who think clearly and judge wisely, and who know something of social and economic principles, when there are so many religions about us which make a strong appeal to human nature, because they offer a cure of bodily pain, when life is so complex that there is need to summon every inspirational force to our aid, when we are, as a nation, in constant danger of be-

coming too materialistic and forgetting the things of the spirit, it must be a matter of regret to all educators that so many of our young women who are to have leisure do not make use of the opportunity, which colleges provide for mental training, for learning something of the literatures of the world, of economics and sociology and the constitutional history of our own country, as well as of philosophy and religion, all studies rarely taught in the secondary schools and if so in an elementary way and at a time when the mind is less mature than at the college age, and finally for the inspiration which comes from contact with clear thinkers and many fields of knowledge. If this problem is to be solved the city college with its partial courses will be the opening wedge.

In concluding my remarks on the city college for women, let me say that I believe that our city colleges would reach many more young women if they tried harder than at present to develop a cultural atmosphere in addition to that of the class room. This is not an easy thing to do, when your students come to college at all hours of the morning, leave it at any time in the afternoon and are never there at night. The task is not made any simpler by the fact that your faculty, always one of the best of cultural influences, is equally elusive. We have tried to meet the problem in these ways: lectures and musicales are given at hours when the students are present; chapel services are often devoted to the reading of good literature or to talks given by good authorities on subjects of interest, as varied as "The Playground Movement" and "The Awakening in China;" an opportunity is given to meet the graduates and friends of the college by a series of social functions; every new student is entrusted to an alumna who acts as her social and intellectual advisor, and finally, the dormitory is made use of. Suggestions on manners and dress made to the students living in the dormitory are sure to be discussed afterwards in other college groups: hints on good music and good reading are handed on to the nonresidents, while an opinion on ethical questions expressed by the head of the house could not be kept within the bounds of the dormitory, if an attempt were made. We use our

dormitory, as a model is used, to indicate to all the standards of living which we mean to secure and which we wish and expect all to follow. Our dormitory, I should have said, is in charge of a woman of refinement and intellectual interests who personally supervises the students residing in it. Criticisms are afloat because our colleges do not exert a close personal supervision on their students. This lack of supervision has more than once been given to me as a reason for not sending a girl to college and for sending her to a finishing school. Here we shall do well to borrow a point from the private finishing school.

In this talk I have attempted to give you an idea of the experiences of a young and small Northern college. Its claim of interest to the educator is that it is working at the problems of a city college. Since my connection with this college I have become impressed with the important place which the college in the city occupies in our educational system. It does a work which cannot be accomplished by others, and so it is indispensable. Its appeal has already proved itself to be great, and there are possibilities before it of increasing that appeal by perfecting its facilities and by stimulating the public to a larger college interest. A city college has also other appeals at its command. The atmosphere is sane and wholesome and free from over-sentimentalism. It was a high tribute to the city college, that when I was recently asked, "What do you do to prevent hysteria among your students?" my reply could honestly be, "We do not have hysteria." By attending a college in the city a young woman need not make a sacrifice of the home influence. If her home is uncultured, she can add to it refinement and interest in the higher things of life. Thus, service to one's family, which is after all woman's most important work, need not be interrupted. The absence of a girl from home for four years, a hardship so bravely borne at present by many parents, yet none the less a hardship, need not be endured if there is a satisfactory college near by.

MR. OGDEN—We will now hear from Mr. Charles L. Coon, of North Carolina, who will talk to us on "Public Taxation and the Negro School."

MR. COON.

PUBLIC TAXATION AND NEGRO SCHOOLS.

I shall confine this paper to the investigation of the question, "*Is the negro public school in the South a burden on the white taxpayer, and, if so, to what extent?*" For the purpose of this investigation I shall include the eleven Southern States which, in 1900, contained 7,199,374 of the 8,840,789 negroes then living in the United States, or 81.4% of the negro population of the country. These States are Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas and Tennessee. In these eleven States the total population in 1900 was 18,975,665, of which 11,776,291 was white and 7,199,291, or 41.1%, was negro.

First. In order to find out whether the negro public school is a burden on the white taxpayer in these States it is necessary, first of all, to ascertain what these States are spending for public schools both white and colored. The latest reports of the several departments of education indicate that these eleven States are now spending about \$32,068,851 for elementary and secondary education. This sum represents every item of expense, and is just slightly more than Pennsylvania spends annually for the same purpose. This sum is \$21,000,000 less than New York State spent for public education in 1907, and not quite twice as much as Massachusetts spent in 1906. The wealth of these eleven Southern States is approximately \$12,000,000,000 while New York State has property worth \$15,000,000,000. Massachusetts \$5,000,000,000 and Pennsylvania \$11,500,000,000.

Second. The South is spending \$32,068,851 on her public schools, both white and black, but what part of this sum is devoted to negro public schools, which must serve at least 40% of her school population? It is not possible to answer this question with absolute accuracy. But it is possible, from the sev-

eral State reports, to find out the whole amount spent for teachers, and, in all the States except Arkansas, what was spent for white and negro teachers separately. The aggregate amount now being spent for public school teachers of both races in these eleven States is \$23,856,914, or 74.4% of the whole amount expended. Of this sum not more than \$3,818,705 was paid to negro teachers, or 12% of the total expenditures. And here let me call your attention to the fact that nearly three-fourths of our total public school expenditures are for teachers, but that negro teachers receive only 12% of the total expended, while white teachers receive 62.4%. It is also evident that the amount spent for negro teachers is by far the largest item of expense of the negro public schools.

EXPENDITURES FOR TEACHERS.

STATE AND YEAR	Total Expenditure	Spent for Teachers	Spent for White Teachers	Spent for Negro Teachers	Per cent spent for White Teachers	Per cent spent for Negro Teachers
Virginia.....1907	\$ 3,308,086	\$ 2,151,209	\$ 1,761,264	\$ 389,945	53.2	11.7
North Carolina.....1908	2,958,160	1,688,057	1,374,143	313,914	46.4	10.6
South Carolina.....1908	1,595,986	1,356,255	1,102,094	254,161	69.0	16.0
Georgia.....1907	2,850,211	2,339,985	1,819,321	420,664	63.8	14.7
Florida.....1908	1,584,043	1,017,276	864,214	153,062	54.5	9.6
Alabama.....1908	2,195,325	1,953,077	1,712,898	240,179	78.0	10.9
Mississippi.....1907	2,631,790	1,984,758	1,515,685	469,073	57.5	17.7
Louisiana.....1907	3,481,276	2,006,885	1,810,474	196,411	52.0	5.6
Texas.....1906	6,344,739	5,310,289	4,527,877	782,412	71.3	12.3
Arkansas.....1907	2,413,768	1,973,819	1,784,519	189,300	73.9	7.8
Tennessee.....1907	2,705,457	2,175,304	1,765,720	409,584	65.2	15.2
Total.....	\$32,068,851	\$23,856,914	\$20,038,209	\$3,818,705	62.4	12.0

NOTE—In the Virginia report, the amount paid negro teachers is not given, but the number of negro teachers and their average salary is given. In the Tennessee report, the average salary of all teachers and the number of negro teachers are given. The amount credited to negro teachers is, therefore, likely too large. The amount credited to negro teachers in Arkansas is based on the average tuition and enrollment in negro schools. The average tuition is likely too high for negro schools. In all calculations the negro teachers are credited with such amounts as the face of the reports indicates. Investigation would undoubtedly lower the figures of some states.

Third. But aside from the expense of negro teachers, what is the additional cost of the negro public schools? This additional cost cannot be accurately determined from the data now available. But South Carolina, Florida, Alabama, Mississippi and Texas—five States—report the total cost of negro schools. For these States the additional cost of negro schools above the cost of teachers is as follows: South Carolina, 1.3% of total expenditures; Florida, 5.3%; Alabama, 1.5%; Mississippi, 4.2%; Texas, 2.2%. These figures indicate that between two and three per cent of the total expenditures for public schools in the South is being devoted to the negro schools above the cost of negro teachers. This means that about \$917,670 is to be added to the cost of negro teachers to get the entire cost of the negro public schools in the South. The aggregate cost of the negro public schools is, therefore, near \$4,736,375, or 14.8% of all expenditures.

The significance of these figures is that, while the negro race has at least 40% of the children to educate, not quite 15% of the money expended on public education is being devoted to their schools.

TOTAL COST OF NEGRO SCHOOLS.

STATE AND YEAR	Spent for Negro Teachers	Spent for Negroes above Teachers	Cost of Negro Schools	Cost of Negro Teachers in Per Cent	Cost of Negro Schools above Teachers in Per Cent	Cost of Negro Schools in Per Cent	Per Cent of Negro Population
Virginia.....1907	\$ 389,945	\$ 99,283	\$ 489,228	11.7	3.0	14.7	35.7
North Carolina.....1908	313,914	88,744	402,658	10.6	3.0	13.6	33.3
South Carolina.....1908	254,161	20,798	274,959	16.0	1.3	17.3	58.4
Georgia.....1907	420,664	85,506	506,170	14.7	3.0	17.7	46.7
Florida.....1908	153,062	82,428	235,490	9.6	5.3	14.9	43.7
Alabama.....1908	240,179	32,822	273,001	10.9	1.5	12.4	45.3
Mississippi.....1907	469,073	107,890	576,963	17.7	4.2	21.9	58.7
Louisiana.....1907	196,411	104,438	300,849	5.6	3.0	8.6	47.2
Texas.....1906	782,412	142,183	924,595	12.3	2.2	14.5	20.4
Arkansas.....1907	189,300	72,414	261,714	7.8	3.0	10.8	28.0
Tennessee.....1907	409,584	81,164	490,748	15.2	3.0	18.2	23.8
Total.....	\$3,818,705	\$917,670	\$4,736,375	12.0	2.8	14.8	40.1

Fourth: It is generally assumed in the discussion of the cost of the negro public schools that the white race bears all the cost or nearly all; that the negroes of the South are truly the white man's burden when it comes to paying the bills for public education. Much of this unseasoned talk reminds me of the North Carolina farmer who was in the habit of asserting on all occasions that he could live and get along so much better if it were not for his large and oppressive doctor bills. But the doctor declared at the next term of the court, on oath, that this chronic complainer had not paid him a cent in fifteen years and that he was the only doctor in the community.

And this brings me directly to the main inquiry: Is the negro public school of the South a burden on the white tax-payer? But here again complete data with which to work cannot be had. However, this question can be answered for Virginia, North Carolina and Georgia with some degree of accuracy.

First: Is the negro public school of Virginia a burden on the white tax-payer of that State? The State Auditor for 1908 reports the total assessed value of Virginia property at \$702,503,778, divided as follows: Listed by whites, \$521,612,627, or 74.3%; listed by railroads and other corporations, \$155,262,815, or 22.1%; listed by negroes, \$25,628,326, or 3.6%. Thus it will be seen that the State of Virginia does not assess 22.1% of all its property as either white or black. This is a fact worth remembering in any discussion of this question.

On page 14, advanced sheets, State Superintendent's Report, 1907, it is said that Virginia raised for public schools during that year the sum of \$3,473,048, of which amount \$2,855,871 was raised by State and local taxation, while \$450,000 was directly appropriated to the schools out of the State treasury. The income of the literary fund was \$60,127, leaving the sum of \$107,050 raised from other sources. If we assume that the \$450,000 directly appropriated to the schools was raised by taxation then Virginia raised by taxation for schools in 1907 \$3,305,871. Bear with me, then, while I set forth what I conceive to be the part the negro should have of this school fund, if we assume that it is to be divided on the color line and not on the basis of the actual needs of the children to be educated.

Second: Property does not raise all this Virginia school fund. The negroes pay something like \$120,000 school poll taxes, after deducting insolvents and commissions. It is fair to assume that some of the literary fund income belongs to negroes, but what part? This fund is neither white nor black. It was not created by white property. The negroes constitute 36% of the population of Virginia, and I take it they should be given 36% of the income of the literary fund, which amounts to \$21,649. The 10 cents State school tax on negro property after deducting commissions amounted to at least \$22,500 more. The 10 cents State school tax on the \$155,262,815 railroad and other corporation property would not all, in fairness, belong to the white children. Not many of us, I think, would, after the last few years of agitation, charge the railroads and other corporations with being altogether white. I take it, therefore, that 36% of the proceeds of the 10 cents State school tax Virginia levies should be given the negro schools. This would add about \$50,000 more to the negro school fund.

Now we must consider the \$1,913,760 raised by Virginia cities, counties and districts. If this sum was all raised by property taxation, and we shall so assume, then 3.6% of it was raised on negro property, 22.1% on corporation property and the remainder on white property. The 3.6% raised locally on negro property would add \$68,895 more to the negro school fund. Then we shall have to add \$152,259 more to the account from the corporation property taxed locally or 36% of the total amount raised on that kind of property.

Finally, if the \$450,000 directly appropriated to the schools was raised by taxation, then 3.6% of that sum belongs to the negroes' school fund; also 36% of 22.1% of this \$450,000 raised on railroads and other corporation property. These two items will add \$16,200 and \$35,802 respectively to the negroes' part of the school fund of Virginia, not taking into account the balance from 1906 or the fund from other sources.

Summarizing, the negroes' part of the school fund raised in 1907 will stand as follows:

From poll tax.....	\$120,000 00
From literary fund.....	21,649 00
From State corporation tax.....	50 000 00
From State tax on negro property.....	22,500 00
From local tax on negro property.....	68,895 00
From local tax on corporation property.....	152,259 00
From 3.6% direct State appropriation.....	16,200 00
From 36% of 221% direct State appropriation, corporations.	35,802 00
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Total due to negroes.....	\$507,305 00
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I have shown before that Virginia is spending only about \$489,228 on her negro schools. If my figures are correct, then \$18,077 of the amount which should be devoted to their schools, if we assume the race division of the funds, does not reach the negro schools of Virginia. I assume that the negroes' part of the balance from 1906 and their part of the fund from other sources will cancel any balance carried over from 1907 to 1908 so far as the negro fund is concerned.

Second: Is the negro public school of North Carolina a burden on the white tax-payer of that State?

(a) The total assessed value of all property in North Carolina is \$593,485,331, divided as follows: Listed by whites, \$440,669,472; listed by negroes, \$21,716,922, or 3.7%; corporations, \$111,098,937, or 19.3%.

(b) The State Superintendent reports for 1908 the school fund as follows:

Balance from 1907.....	\$ 413,214 63
Local taxes	650,739 40
Literary fund	100,534 00
Bonds and loans.....	208,018 56
Fines, polls, licenses.....	631,007 00
State fund	1,045,263 10
State appropriation	198,547 00
Other sources	46,907 11
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Total.....	\$3,294,231 70
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(c) If this fund had been divided on the race basis I think a fair division would be as follows:

33 1-3% of 19.3% of \$650,740, local tax.....	\$ 41,864*
33 1-3% of literary fund of \$100,534.....	33,511
3.7% of \$198,548, State appropriations.....	7,346**
33-13% of 19.3% of \$198,548, State appropriation.....	12,773*
33-13% of \$254,834 licenses and fines.....	84,834
Poll taxes actually paid.....	80,000
3.7% of \$1,045,263.....	38,675**
33 1-3% of 19.3% of \$1,045,263.....	67,245*
3.7% of \$413,215, balance 1907.....	15,289**
33 1-3% of 19.3% of \$413,215, balance 1907.....	26,583*
3.7% of \$208,018, bonds.....	7,696**
33 1-3% of 19.3% of \$208,018, bonds.....	13,381*
 Total due to negroes.....	 \$429,197

I have shown before that North Carolina is likely spending only \$402,658 on her negro schools. This leaves \$26,539 of the North Carolina fund which never reached the negro in 1908. But, it may be objected, there is no account taken in this calculation of the balance carried over from 1908 to 1909. It may be further objected that this calculation takes no account of the fact that local taxes are not levied on all property of the State under consideration, but only on the property of certain communities: also, that local taxes are derived from polls as well as property. But the excess of the amount calculated as due negroes in North Carolina will nearly provide for the balance in question. Local taxes are generally levied in the richer communities and there negroes own more property and there is more corporation property than in the poorer communities. It will hardly make much difference in the final result if the actual facts were in hand and the calculation made from them. As to the local poll taxes, there is no injustice done in these calculations when it is remembered that the local taxes are all considered as raised on property. The thing to remember here is that the funds are not all put in a common treasury and distributed. My calculations are made as if such were the case. The practical result of such not being the case would be that the funds for negroes in this State would be largely increased

*Corporation property.

**Negro property.

in many communities and reduced in others. Hence I conclude that the negro school is likely not a burden on the white tax-payer of North Carolina.

Third: Finally, is the negro public school of Georgia a burden on the white tax-payer of that State?

(a) The total assessed value of all property in Georgia is \$699,536,879 divided as follows: White, \$540,073,885; negro, \$25,904,822, or 3.7%; corporation \$123,588,172, or 19.1%.

(b) On page 397 of the State Superintendent's Report for 1907 the following is set forth as the school fund that year:

Balance, 1906	\$ 180,190 33
State appropriation	1,744,461 47
Convicts	199,659 71
Local taxes	750,577 59
Other sources	136,789 36
 Total.....	 \$3,011,678 46
 =====	 =====

On page 8, Comptroller's Report, 1907, the sources of the State school appropriation are given as follows:

Poll tax	\$ 275,000 00
Liquor	242,000 00
Fertilizer	21,000 00
Oil	1,600 00
Shows	9,616 00
Georgia Railroad	2,046 00
W. & A. Railroad.....	210,000 00
Prison farm	16,639 71
School lands	8,680 62
Property tax	1,000,000 00
 Total.....	 \$1,786,588 33
 =====	 =====

(e) It will be observed that \$42,126.86 of the State fund is not accounted for in the State Superintendent's Report. But this small item may be overlooked for the present. I think a fair division of the school funds of Georgia for 1907 would be the following:

Negro poll tax	\$111,898 00
46.7% of income W. & A. Railroad.....	98,072 76
46.7% of income from liquor.....	113,014 00
46.7% of income from fertilizer.....	9,807 00
46.7% of income from oil.....	747 20
46.7% of income from shows.....	4,481 67
46.7% of income from Georgia Railroad.....	955 48
46.7% of income from prison farm.....	7,770 88
46.7% of income from school lands.....	4,053 56
15c. tax on \$25,904,822, negro property.....	38,857 23
46.7% income 15c. tax \$123,588,172, corporation property..	86,552 50
46.7% income from convicts.....	93,241 22
3.7% of \$887,367 local tax, etc.....	32,832 58*
46.7% of 19.1% of local tax, etc.....	45,568 46**
 Total due to negroes.....	 \$647,852 54

I have shown above that negroes actually received about \$506,170 of the Georgia school fund of 1907. This leaves \$141,682.54 to the credit of the negro fund upon any fair race division. If we count the \$42,126.82 not accounted for in the school report and the negroes' part of the balance carried over to 1908, and also the negroes' part of the balance due them from 1906, we shall still have a comfortable sum over and above the actual expenditures made for negro schools by Georgia in 1907. Therefore I think the negro schools of Georgia are not a burden on white tax-payers.

I do not wish it understood, however, that I favor any such race division of the public school funds as I have suggested above. My object is to show, first of all, that, upon any fair division of the present school funds of the three States under consideration, the negro would likely fare as well as he does at present. In the absence of such division I am confident, whether my figures are absolutely accurate or not, that any one who takes the pains to ascertain the present sources of the public school funds of these States and then tries to make a fair division of them between the races will come to the conclusion that the negro school is not very much of a white man's burden in

*Negro property.

**Corporation property.

at least three States, unless the white man is ready to say that the division I suggest is not a fair one. And, in view of the facts set forth for these three States, will the white man be able to maintain successfully that he pays nearly all the cost of the negro public schools in these States?

Time is not at hand to make a detailed study of this question for all the eleven States under consideration. What is true of the school funds of the three States considered above is probably true of all the others. A somewhat careful study of this question for several years leads me to the conclusion that the negro school of the South is no serious burden on the white tax-payer. The same conclusion will be reached if the subject is approached from another standpoint. Suppose the negro children of these States all white. Then it will be found that it would cost to educate the present negro school population, on the basis they were all white, just about five times as much as it does now to give the same number of negroes such education as they are getting. You will observe that we always count the negroes in as a part of our population, when we tell the world of our progress in material things.

In this connection I wish to call your attention to the comment of two leading Southern papers on the recent exodus of negroes from Southern Mississippi and Northern Louisiana to the Yazoo Delta. The Chattanooga Times said:

There is no doubt about the alarm and distress felt among our farmers and planters of Southern Mississippi and Northern Louisiana over the recent exodus of negroes to the Delta region of Mississippi, where it appears very attractive inducements have been held out to them. We will probably never fully appreciate the value of the negro as the dependable labor of this section until we lose him, and if we would learn this lesson from the situation in lower Mississippi and Louisiana we will make up our mind that we are not going to lose him.

On the same subject the Charlotte Observer of January 17, 1909, said:

It is a singular fact that those who profess most antagonism toward the negro and most desire to get rid of him are often the very ones who raise the loudest howl when the negro begins departing of his own accord. Let a labor agent undertake to move negroes from

one State to another and he encounters rigid prohibitory laws backed up by strong public sentiment. Against similar activities within the bounds of States, laws forbidding enticement of labor are uncompromisingly enforced. It is not merely that no one can be found immediately at hand to take the negro's place, for in very many cases those most feelingly bent (as shown by deeds) upon keeping the negro will be opposing all steps for the furtherance of white immigration from without. They want a hired man who, if he becomes a competitor at all, does not make a competitor of formidable efficiency. Complaints against the negro as a burden and a curse are forgotten in louder complaints of another sort whenever any one attempts to lure him away.

Talk about deporting the negro to Africa or colonizing him apart in this country! There would be almost another Southern Confederacy to fight if anything of the sort were attempted. The negro is here to stay and no men in their hearts recognize the fact more fully or regard it more complacently than the men who with their lips are continually abusing him.

In 1891 the negroes of North Carolina listed \$8,018,446 worth of property. In 1908 they listed \$21,716,922, or 171% increase in seventeen years. The property listed by whites increased only 89% during this same period. In other words, negro property increased nearly twice in proportion to white property during these seventeen years. In Georgia, in 1891, negroes listed \$14,196,735; in 1907 they listed \$25,904,822, an increase of 82%. White property during the same period increased 39%. This indicated that the ratio of increase for negro property in Georgia during the last sixteen years has maintained a rate of increase more than twice that of white property.

Such facts give us glimpses of the economic importance of the negro and abundantly justify us in hoping that the senseless race prejudice which has for its object the intellectual enslavement of negro children will soon pass away. I do not believe that any superior race can hope for the blessings of heaven on its own children while it begrudges more light and efficiency for those of an inferior race.

FIFTH SESSION,
FRIDAY EVENING, APRIL 16, 1909.

MR. OGDEN—We are very much favored tonight with a large delegation of the pupils from the Girls' High School who are proficient in music, and they are here to assist in the program of the evening, which will begin by the rendering of some national airs by this great chorus of these pupils from the Girls' High School. (National airs.)

THE MAYOR.

Mr. President, Ladies and Gentlemen:

I am sure that you all enjoyed very much the song just rendered by the girls from the Girls' High School. I wish to speak for a moment or two for the boys of the Boys' High School who sing daily another song just across the street, but it is the song of the hammer, the saw and the anvil. Perhaps many of you who are citizens of Atlanta do not know that one of the most progressive features of our public school system was the inauguration a few years ago of the technical school in the Boys' High School. This was one of the first schools of its kind inaugurated in the South. It now has an attendance of about 150 boys. You also do not know, I am sure, the very cramped condition under which these splendid young men are working. A few days ago the boys conceived the idea of rendering in some small way a token of their interest in this splendid gathering, and one of them suggested he would like to make for the President a gavel in token of appreciation. They regret that time prevented making a more elaborate one, but in the short time they made this simple little gavel. It was made by a youth 15 years of age in the first year in the technical school. We appreciate your coming to this city. We have a student body of approximately 250,000. We have more than 50 schools

and colleges in and about this city. We are constantly increasing our school facilities, and we are now contemplating the issue of more than half a million dollars of bonds for the development of this splendid system.

I take pleasure, Mr. Ogden, in presenting to you in the name of the Boys' High School this gavel. We are glad you have come here; we appreciate the attendance of this splendid body of people who are so interested in behalf of the South. You are always welcome here. When you leave we shall look forward with pleasure to the day when you shall call this Conference to order again in our city.

MR. OGDEN—We have been saying “thank you” ever since we arrived with an earnestness and sincerity that I find impossible to express in language. We have constantly received additional acts of courtesy on the part of the committee and of the citizens. I have a feeling of great lack of dignity of my office. I have felt that the use of my hands in the effort to preserve order at certain times would soon make me a horny handed son of toil. I accept this gavel as an expression of kindness from the lad who made it; from the institution he represents; from the whole public educational system of the city of Atlanta, and from all the people of Atlanta. I shall carry it away with me; I shall bring it back if my life shall be preserved, and will then make it tell in the purpose for which it was created. (Dixie.)

And now having been inspired by the truly national spirit we are ready to proceed with the exercises of the evening. First we will have a very brief report from the Committee on Resolutions.

RESOLUTIONS OF THE CONFERENCE FOR EDUCATION IN THE SOUTH.

Resolved, That the Conference for Education in the South recommends for special attention in the work of the immediate future:

1. Improvement in county supervision as the strategic point in the entire educational system.

2. The professional training of teachers to meet the just demand for more efficient service, and especially the strengthening of the department of education in the higher institutions for the training of men as teachers and principals of high schools and as superintendents.

3. The extension of local school improvement leagues to every community in the South and the earnest effort to place this work in Spring upon a self-supporting basis.

4. Continued efforts in behalf of compulsory education in such a manner as may be deemed wise in each State.

5. We recognize with delight the increase in dignity and power of the office of State Superintendent of Education, which is attracting the strongest men among us, and the growing recognition of these leaders as the real shepherds of the people.

6. The National Bureau of Education at Washington has made such use of its limited resources as has rendered it a valued reinforcement of every good educational movement throughout the land. We are glad to note that Congress has begun to make a distinct increase in the appropriations for this office. Such increase as has hitherto been made is, however, wholly inadequate to the needs of the office and painfully disproportionate to the importance of the interest which it serves. We respectfully urge upon Congress that it undertake without further delay the placing of this bureau upon such a plane of efficiency as will enable it to render in full the service which the States represented in this Conference require and expect from such a federal office.

The Conference for Education in the South desires to express its sincere gratitude to the Governor of Georgia and to the citizens of Atlanta for their gracious hospitality. Both as a Conferencee and as individuals we are under lasting obligation to the Chamber of Commerce of Atlanta, the various clubs and municipal organizations, the homes, the institutions of learning, the press, the hotels and railroads for their unfailing kind-

ness in every way that could contribute either to our personal enjoyment or the furtherance of the great cause of education in our democracy. Atlanta has an enduring place in the annals of educational progress in the South.

MR. OGDEN—It is a matter of regret that President Alderman of the University of Virginia is detained from filling his place upon the platform by reason of serious duties that have arisen in his university, and he has been obliged to telegraph to us that he could not get here for tonight. So we have changed the last number of the morning session to the opening of the evening session, and we will first hear from Dr. Caswell Ellis, of the University of Texas, upon the subject, "Education and Economic Development."

DR. ELLIS.

EDUCATION AND ECONOMIC DEVELOPMENT.

When invited to present this discussion of Relation of Education to Economic Advance I was informed that my paper was not intended primarily for the audience before which it was to be read, for you do not need to be shown that all advances in industrial processes are based upon the results of scientific study. It was suggested that I attempt to present such concrete and definite facts as would be understood by, and would appeal to, the vast body of citizens and legislators who wish to know whether the money spent on education yields due financial returns to the State. It does not therefore suffice to state attractively in general terms that all improvements in agricultural process are based on the studies of botany, zoology, physiology, chemistry and physics and that all development of machinery, all applications of electricity and steam, all manufacturing and mining processes, and all modern methods of transportation are based on a knowledge of physics, chemistry, mathematics, geology, etc.

If education does all these things, and brings such large financial returns, then it ought to be easy to lay hands on defi-

nite concrete illustrations which come within the comprehension of the men on the street and farm whom we are now urging to make a larger investment in education. Indeed the man in the street has a right to such definite information and it is easy to give. Here are a few examples.

The State of Illinois invests \$250,000 in university investigation in the field of agriculture. By means of careful and intelligent application of the laws of botany and principles of heredity Prof. Hopkins and his colleagues in the university developed a new variety of corn and a new method of cultivation especially adapted to the conditions of that State. This seed has been distributed and this new method taught to the farmers, and these are now in use all over the State, with the result that the average corn yield in Illinois has been increased five bushels per acre, or a total increase for the entire State of 45,000,000 bushels per year. This same university has carried out carefully planned feeding experiments on cattle with the result that a balanced ration has been found that gives the same results at one-fourth less cost than the common system of feeding that was formerly practiced by cattlemen. Omitting the dozen other similar services rendered to the State by this university we see that it returns in wealth to the State each year more than fifty times the \$250,000 spent in agricultural education.

Prof. Montgomery has done a similar work for the corn farmers of Nebraska. Prof. Holden in the Iowa Agricultural College noticed the enormous losses in corn each year in Iowa from imperfect stand in the corn crop due to planting seed of impaired vitality. He devised a simple and inexpensive method of testing the vitality and growing strength of seed corn before planting it. By university lectures, by bulletins, by newspaper articles, by institute lectures and by actual demonstrations made in a specially fitted up lecture car that was run all through the State, he taught this method of seed testing to the farmers of the State, who used it with the result that all seed of inferior vitality were discovered and thrown out before planting, and the corn crop of Iowa was increased over 5,000,000 bushels per year. This alone returned to the State more than ten times the

entire cost of the agricultural college, and this is only one of the many great contributions made to the State of Iowa by this agricultural school. This same method of seed testing is now used for wheat, barley, oats, peas, alfalfa, cotton and other crops, with just as valuable results as in the case of corn.

A few years ago the orange growers of California lost over \$5,000,000 a year from the ravages of the white scale. The pest continued to spread in spite of all efforts of the growers till it looked as if they must soon lose their entire orange and lemon groves. The experts in the Department of Agriculture discovered that the Australian ladybird beetle would destroy this scale. The fruit growers were taught this fact, the beetles were imported and introduced into the stricken groves. These beetles fed on the white scale so voraciously and so completely destroyed this pest that the beetles actually began to starve from lack of food, and small colonies of them had to be especially fed and kept at the experiment stations to prevent the stock from dying out. Education in entomology thus not only saves California its former loss of \$5,000,000 a year from scale, but saved it from the probable final loss of its entire fruit industry.

A few years ago the cotton boll weevil, which had increased steadily from year to year, reached a point at which it destroyed in Texas over \$30,000,000 worth of cotton in one season. Many men in Southern Texas were bankrupted, cotton planting was given up in certain places and it looked as if this great wealth-producing industry was doomed in Texas and probably also in time over the entire South. The practical farmers were completely overwhelmed. Here the Department of Agriculture started three lines of experimentation; first, to find some other harmless insect or parasite that would destroy the boll weevil as the white scale had been destroyed in California; second, to develop a species of cotton that could resist weevil attack, and third, to find a method of cultivation that would lessen the injury of the attack of the weevil when made. The ants, which the department brought from South America to eat up the boll weevil, proved a failure, but the development of a better method of cultivation and the use of better adapted varieties of cotton

proved so successful that Texas farmers now, following the methods worked out by the department investigators, again raise their magnificent crops of cotton in spite of the boll weevil.

Texas and the other Southern States also suffered for years losses of millions in the cattle industry from a type of splenic fever, commonly called Texas fever. Finally this fever began to be carried into the North by Southern cattle shipped there, with the result that rigid quarantines were established against the South, which practically put the Southern cattle men out of business for a large part of each year, and caused still further enormous losses. Furthermore, this fever prevented the importation into the far Southern States of fine breeds of cattle with which to breed up the poor grade herds. In Texas practically every fine bull or cow imported from the North contracted this fever and 75% of them died.

The experts of the Department of Agriculture, working with the professors of the University of Missouri and of the Agricultural College of Texas, discovered that this fever was transmitted solely through the cattle tick, which carried the germs from sick cattle and implanted them in well cattle when sucking their blood. An economical method of ridding cattle of ticks before shipping, by a process of dipping, removed all danger to Northern cattle from Southern shipments and the costly quarantine handicap was removed or greatly mitigated. Next these scientists discovered that the fever could be artificially produced by injecting blood of the sick cow directly into a well cow, and that in this case the fever was much less virulent and dangerous than when the germs had been introduced through tick bite. By this new process of direct inoculation the cow is given a mild case of the fever and is made immune thereafter to the fever in any form. Since that discovery we can import and inoculate fine cattle and breed our scrub stock with safety and economy, for by actual experience it is found that only 5% of the imported cattle die now from the inoculation while nearly 80% used to die of the fever.

The Southern States have 3,500,000 milch cows valued at less than \$25 per head, whereas Wisconsin cows are valued at

\$29 and Illinois at \$34 a head. The South has also 6,000,000 other cattle valued at \$11 a head, whereas Illinois cattle are valued at \$21 a head. If by the importation of finer breeds and by scientific breeding we can bring our present herds up to Wisconsin and Illinois values, this will alone add between \$30,000,000 and \$90,000,000 to the wealth of the South. Now that our scientists have tick fever under control there is nothing to prevent this except our lack of education.

During the past three years a practical and economical method of entirely exterminating these ticks has been worked out and tested by our scientists, and the ticks have already been exterminated over nearly 64,000 square miles, an area larger than the State of Georgia, and it is only a matter of a few years and wider diffusion of education when the cattle tick will be entirely exterminated. When we consider that the losses of all kinds from cattle ticks in the South and Southwest were estimated at \$40,000,000 per year we can see what these scientific discoveries mean for us.

The number of millions of dollars that these investigations of ticks and boll weevils add each year to Texas and to the far South would be hard to calculate accurately, but enough is known to show plainly that the financial returns from these two results of higher education alone repay each year to the Nation and to these States ten times the entire cost of the Department of Agriculture and of all the Southern universities combined.

I have in mind more such concrete illustrations from the field of agriculture than I could relate in two hours, such as the practical elimination by a newly discovered vaccine of black-leg, a disease that used to take off from 10 to 12% of the calves in all infected districts; the protection from anthrax; the economical eradication, twice in the last few years, of the dreaded foot-and-mouth disease which caused losses of \$5,000,000 in England in 1883 and of \$7,000,000 in France in 1871 and \$25,000,000 at the last outbreak in Germany; of the millions saved by the new process of dealing with seab in sheep; of the great possibilities of the recently discovered method for the prevention

of hog cholera, and so on. But I must desist in order to give a few illustrations from other lines.

In the development of our mineral resources and in our manufactures, higher education is paying even larger proportionate returns than in agriculture. Practically the entire \$2,000,000,000 yearly mineral production of the United States is directly due to a few chemical and electrical processes which were worked out by highly educated scientists. For example, the cyanide process of extracting gold, worked out in the laboratory in 1880 by McArthur and Forrest, is responsible for fully one-third of the world's gold production, making possible the five million annual production of the Homestake mine in North Dakota and the one hundred and forty-five million of South Africa, and many other similar cases. The Elkinton electrolytic process of refining copper is in the same way used now in producing 700,000,000 pounds of copper annually in the United States. The Bessemer and the open hearth processes of producing steel, by which nearly all of our 23,000,000 tons are produced annually, are due to the scientific researches of Sir Henry Bessemer, of Thomas and Gilchrist and of Siemens. Birmingham, Pittsburg and a host of wealthy cities could never have come into being but for these discoveries. Just a few months ago James Gayley's discovery taught the practical steel workers how they can save one-third of their coke and at the same time increase the output of their furnaces by a new process of extracting the moisture from the blast. This alone means the saving from now on of 10,000,000 tons of coal annually in the United States. Likewise the United States Government experts are just now completing some experiments on obtaining power by first reducing coal to gas and burning the gas for power in a gas engine instead of our old process of burning the coal under a water boiler to produce power by steam. This work is not yet complete, but enough has been done to show that four times as much power can be obtained from a ton of coal this way as by the old process. The hundreds of millions of dollars that will soon be saved annually by this new scientific discovery simply stagger the imagination.

A good illustration of the monetary value of higher education in chemistry and mining is seen when one compares Germany and England. Both countries have the same kind of iron ore and the same coal supply. England has the advantage of having her coal nearer the iron fields. In 1880 England mined and produced 8,000,000 tons of pig iron per year while Germany's product was only 3,000,000. Since that time Germany has supported handsomely her great technical universities and sent out each year into her industries a stream of highly trained experts, with the result that in 1907, while England's production had risen from 8,000,000 to only 9,000,000 tons per year, Germany's had risen from 3,000,000 to 13,000,000. It is more significant still that from 1900 to 1908 German iron brought on the average nearly \$19 per ton, while English iron brought only \$13 per ton, a difference of nearly 50% in favor of the iron made by the better educated German producer. This one result of these great German technical institutions would alone add \$190,000,000 per year to German wealth if the iron were sold as raw pig iron. As a matter of fact, a large part of this iron is made up into all sorts of manufactured products, made possible by their high technical education, and these products are exported and sold at many times the price of the raw pig iron.

Another result of fifty years of these German technical schools and of the study of pure science in their universities has been to make Germany the great supply house of the world for chemicals. Sir Norman Lockyear states that Germany is enriched over \$200,000,000 a year on account of her scientists having improved upon the chemical industries of old England. In the one industry of producing dyes, two great factories are said to use the services of over four hundred university-trained chemists, and to export \$100,000,000 worth of dye stuff alone. Nearly every suit of clothes, every cravat, every dress or hat we wear today takes money from our pockets and puts it into the pockets of these educated German dye makers.

A very significant fact about the great wealth producing practical discoveries is that all of them make use of knowledge

that was pursued as pure science with no other aim on the part of the investigator at the time than to learn the truth. It was the purely scientific and abstract studies of Joule, Guy Lessac and Avrogardo that made it possible for James Watt and the professor of psychics in the University of Glasgow to give to the world the steam engine. The purely scientific studies of Franklin and Faraday made possible the latter invention of the telegraph, the telephone, the electric motor and electric light.

A typical example of the practical effect of work in abstract science is found in the discovery of formaldehyde by Prof. Hoffman of the University of Berlin while investigating the purely scientific question of the oxidation of alcohols. A few years later another found that this gas offered a better means of disinfection than any till then known, thus making possible the saving of thousands of lives and millions of money formerly lost from plague or pestilence. Later still, after the microscope of the scientist had revealed that oat smut was caused by an invisible fungus, which adheres to the seed and is planted with it, it was discovered that this same formaldehyde would kill this fungus completely without hurting the seed, oats and thus prevent the millions of loss from smut. In the same way Pasteur, in his laboratory investigation of the chemical process of fermentation, discovered that fermentation and putrefaction are due to microscopic living organisms in the air and not to oxygenation, as had been maintained. On the basis of this discovery in pure science, Lister and others have developed the wonders of aseptic and antiseptic surgery and sanitation, and the industrial world has built up the whole modern process of sterilization and preservation of food stuff's without the use of chemicals. The amount saved the human race each year by this and the numerous other scientific discoveries of this one great French chemist would far more than pay all the expenses of every university and college in the world.

In the field of medical education and investigation the financial returns have already been large and in future will be larger. All industries require men to carry them on. The productive capacity of these workers rises and falls with their health.

Every day in the year there are two million people seriously sick in the United States. Some of this can never be prevented, but it is conservatively estimated by Prof. Fisher that our annual loss from preventable diseases alone is \$2,000,000,000 per year. Consumption alone formerly cost the United States over \$1,000,000,000 a year. Since the discovery of the germ by Dr. Koch, and of the improved methods of prevention and cure, it has been shown that where this knowledge is applied 75% of the loss from consumption can be prevented. Typhoid fever costs the country \$350,000,000 a year. The city of Pittsburg alone has, by careful investigation, been shown to have lost \$3,142,000 from typhoid fever in one year. The discovery that typhoid is produced by a special germ, which is usually gotten from the water or milk supply or from flies, has made it possible to control this expensive disease. As soon as all our citizens have good sanitary training this \$350,000,000 expense for typhoid can be completely eliminated. It has been shown that in the numerous cities in which the water supply alone has been made sanitary, typhoid has been reduced on the average 71%. What a further saving the new typhoid antitoxine treatment will bring us it is yet too soon to tell. The diphtheria antitoxine treatment discovered by Dr. Behrens has reduced the death rate from 55% to 19%. Where the treatment is promptly given the loss is less than 1%. This expensive disease is now shown to be 70% preventable when modern sanitation is employed.

The four diseases that have caused the greatest financial losses in the South—smallpox, yellow fever, malaria and hook worm disease—are all now conquered by scientific discoveries and can be practically exterminated as soon as the general public become educated. Few of us appreciate the stupendous losses from these diseases. Before Dr. Jenner's discovery, one tenth of all the people of England died of smallpox, and practically everybody caught the disease when it got a start in any district. The epidemic of 1871-2 in Philadelphia cost \$22,000,000. How completely modern science prevents this enormous loss is shown by our experience in Havana. Between 1870 and 1899, 12,722 people died in Havana of smallpox. During the last nine years in which modern scientific methods were ap-

plied only two have died from this disease. Our experience in Havana and Panama likewise demonstrates the enormous financial value of Dr. Finley's and Dr. Reed's discoveries with regard to yellow fever and the mosquito. In Havana between 1870 and 1899 there were 21,448 deaths from yellow fever. In the past nine years of enlightened sanitation and treatment there have been only thirty-six deaths. General Wood states that the discoveries of these two men save each year more lives than were lost in the Cuban war and save the commercial world each year more than the cost of the entire war. Something of the saving to the Southern States can be seen when we recall that the epidemic of 1878 cost 15,954 lives and over \$100,000,000. Time will not allow mention of the valuable work done on malaria further than to say that twelve thousand people die of malaria, and there are two million cases in the United States each year, and all are preventable. Nor can we say more of hook worm disease than that South Carolina alone losses \$30,000,000 a year from the lowered vitality of her working people because of hook worm disease, which our army surgeons in Porto Rico have shown can be easily cured.'

In every field of physical science can it be just as clearly shown that higher education develops the industries and vastly increases the wealth of the State. But physical processes are not the only ones necessary for the production and conservation of wealth. Property cannot be held and wealth cannot exist where there is no law or order or government. There can be no law or government where there is no intelligence, and where there are no ideals among a people. The educated teacher, preacher and lawyer are all essential to the industrial prosperity of a State. All business is based upon the security of life and property and justice among men. To secure these necessities we must have educated leaders to frame our laws, and judges and executives wise in the law to interpret and enforce them. The far-famed railroad commission law of Texas, which brought these corporations from their predatory courses and turned them to the better use of our State, came from the brain of a State university graduate. In the recent famous trial by which the Waters-Pierce Oil Company was fined \$1,600,000 and

forbidden to carry on longer its illegal business in Texas, four of the five prosecuting attorneys and the presiding judge were graduates of the University of Texas Law Department. This trust fought every step of the way with the best talent that its money could buy, but so well were these bills drawn, so intelligently was the trial conducted and so just and learned were the decisions of this young judge that, though 316 exceptions were taken to the method of trial and to his rulings, and though appeal was made through every State and United States Court in the land, not one flaw could be found. The State needs educated leaders to protect her citizens, not merely from illegal trusts but from every form of injustice. The financial value of such educated men to the State is no less real, and is no less, than that of the chemist or mining engineer, though these values cannot be so accurately estimated.

Perhaps the clearest idea of the value of higher education to a State can be gotten from a very brief summary of the contributions of the University of Wisconsin to the economic development of that State. First, Prof. Babcock by inventing his milk test saved the farmers \$800,000 worth of cream each year that had been thrown away: enabled them to breed their stock scientifically, so that the average value is now \$5 per head more than Southern stock; taught them improved dairying processes which increased the price of their dairy products from 25% to 100% and increased the total value of the State's dairy products to \$50,000,000 per year. Then the cheese industry was put on a scientific basis by the invention of the curd test and the casein test and by the discovery of galactase and the origination of the cold storage process of cheese ripening, by which several hundred thousand dollars extra is annually added to Wisconsin's wealth. The horse raising and poultry industries are now being put on the same sort of scientific basis. The farmers have been taught to prevent oat and wheat smut by soaking the seed in formaldehyde and thus saved an annual loss of from \$2,000,000 to \$6,000,000. A new variety of oats has been developed and distributed which increases the State's annual crop five million bushels. A special seed corn has been bred and distributed which has added fifteen million bushels

per year to the annual production, and a newer and much better corn is just now ready to distribute. Sugar beet culture has been taught and a million dollar crop already gathered. The potato, wheat, barley and tobacco crops and the fruit and berry industries have been investigated and improved, and great problems of drainage, irrigation and soil fertility worked out with rich returns.

The entire financial returns each year to that State from her university agricultural investigations and teaching alone are simply incalculable, but enough measurable concrete cases are known to show that this department alone returns to the State each year ten to twenty times the entire amount spent on the whole university. There are now 2,500 graduates of the various agricultural courses scattered over the State who are active sources of light and centers for experimentation and for distribution of new seeds and new processes. The university has lecturers at two hundred farmers' institutes each year. There are alfalfa institutes in alfalfa sections, potato institutes in potato sections and so on. It has also exhibits of new products and processes, with lectures and demonstrations at the State and county fairs. Preparations are this year being made for 2,000 students of agriculture in the university, and correspondence courses are offered to all others who cannot come; improved seed and intelligent advice are sent into all parts of the State on request; teachers of agriculture are being trained for the public schools, and now the boys and girls in their homes are being aroused by distribution of seeds and by the boys' contests established by the university at the county fairs. Last year such contests were held in twenty-six counties, and in the Dane County Fair alone 800 children entered the contest and exhibited their improved corn.

What earthly chance have the farming interests and dairy interests of the South in competition with such education and training and such intelligence as this? There is but one chance under heaven for us and that is to provide here at once a still better and more thorough system of education. Remember that this work is all new even in these States and has begun to show

its results only during the last ten years. These results are as yet small as compared with what they will soon be. If we in the South wait another decade to begin to seriously plan for education not Heaven itself can save us from permanent industrial serfdom.

But the direct beneficial effects of the University of Wisconsin upon the economic development of that State only begin with agriculture. In the same way this university ministers to all those industries of that State which demand high engineering skill, whether this be as civil, mining, electric, hydraulic or chemical engineer. This department alone educates nearly a thousand young men each year for the service of the industries of the State.

Likewise the departments of Law and Economics provide the State with experts in these lines. The Chairman of the State Rate Commission is Prof. Meyer, of the Department of Economics. The tax commissions and the rate commissions use the well trained professors and graduates for their most important work. Forty-two of the faculty hold such positions of importance in the splendid State government of Wisconsin. Wisconsin is one State in which such bills hold, and in which railroads and corporations are regulated and still prosper. The University has a regular department with a trained head and assistants whose work it is to help legislators in preparing bills, and the great majority of bills are drawn for the legislators by these experts.

Lately this university has established a university extension department to carry light by correspondence and traveling lecturers to those in the homes and factories and shops and other places of daily labor who cannot come to the university. Over 1,200 people have enrolled already in these courses, which cover all subjects from domestic economy, shop mathematics and road building to political science, literature and art.

But the greatest contribution to the economic development of Wisconsin which her university is making is not through the discovery of new processes or the origination of new industries, as immensely valuable as these are, but through the education

of broadminded leaders who are to direct all the industries and carry on the government itself. No sort of mere technical industrial efficiency would produce or conserve wealth among a people without breadth of view and high ideals of life. That the university has not failed to provide the State with such leaders the names of La Follette, of Vilas, of Van Hise and of scores of others of her sons are ample proof.

We can all see now definitely enough just how the South is literally throwing away billions of dollars each year through lack of efficient education and training for its citizens. How long do you suppose we shall be allowed to till our soil and carry on our industrial enterprises in this ignorant and unskilled manner? Just as sure as cause follows effect there will speedily come a day when the highly educated men of other sections, having worked up the more easily reached resources of these States, will turn toward the rich, natural resources of the South. These educated and splendidly equipped men and women will move into our section and compete with us for possession of this land and its great natural resources. Our children will certainly have to face this industrial struggle, and indeed we are beginning to feel it already ourselves. There can be but one end to a competition between ignorance and consequent incompetence on the one side and education and cultivated skill on the other. The educated and trained soon gain possession of all the resources while the former unskilled owners lapse into a state of dependence and of industrial and social serfdom. Are we descendants of the men who drafted our Constitution, who planned and for fifty years guided this great republic, going to doom our children to that fate? Are we descendants of Lee and Jackson, of Davis and Stephens, and the splendid heroes who threw cheerfully their lives and their whole fortunes on the balance to carry out their ideal of a free government going to prove ourselves too timid and too selfish to make those sacrifices now for our children's education which are absolutely necessary to protect them from impending industrial and social subjugation and dependence? This is exactly what we are now doing. We have in truth made some

progress in recent years, but we are still so far behind that we are not in the race, and will not get in it till we double and quadruple the efforts we are now making. It is claimed that we are doing all that we can. I say that is false. As long as the South spends \$350,000,000 a year for whiskey and tobacco, and double as much for luxuries of dress and palate, while we spend less than \$2,000,000 on universities and colleges it is absurd to say that we are doing what we can. We must stop looking on money spent upon education as a tax and recognize that it is a financial investment and the best paying investment that can be made. With such States as Michigan, Wisconsin, California, Illinois and even the new little State of Washington spending each over a million on their universities while our Southern States still average less than one hundred and thirty thousand per year on theirs; with a dozen other States possessing university property and equipment valued at from one to five millions, with Illinois about to issue \$10,000,000 worth of bonds to still further eqnlp her university, and with the Eastern States possessing universities that are still better equipped and endowed, when do you think we are going to catch up at our present rate of appropriations for higher education? Never! We must inevitably fall farther and farther behind unless something radically different is done speedily. As I have said, it is absurd to say that we cannot double and quadruple at once the annual appropriations voted for our universities and colleges for running expenses, but in addition to this increased maintenance there is not a university in the South that does not need at once from \$1,000,000 to \$5,000,000 for lands, buildings and equipment. As this equipment for education is absolutely essential to the economic development of the State, and as it is impossible to securc these large sums suddenly out of general taxation, I see but one solution to our problem, and that is to issue bonds for the development of higher edneation. This is no new and untried scheme. We issue bonds to build railroads and bridges, to put in water-works and lighting systems and to develop our mineral resources. Why should the State not issue bonds to develop its greatest and most productive resource, its human resource? The ed-

uated human mind is the greatest produeing ageney in the world, without which climate, fertile soil and mineral deposits are but so much useless material. We already issue bonds for elementary education. It is therefore all the more demanded that we issue bonds and develop our higher education in order to train leaders to direct, and teachers to teach, the elementary schools, so that the enormous sums spent on elementary schools shall not be longer wasted on unwise plans and uneconomical methods. Progress in education has always and everywhere worked from above downward and must in the nature of things ever so work. As President Eliot said, the first and greatest need of the South and of every other section is leaders, leaders of ideals and leaders of action. The broad and cultivated leadership demanded today can be developed in sufficient quantity to meet the needs of a people only through fully equipped institutions of higher learning. We have the men and we have the money to do it. When any one asks us in the face of our present crippled condition if we have surrendered the leadership of this country forever to our better educated neighbors across the line let us, in those uplifting words of old Paul Jones, answer back that we've "just begun to fight."

MR. OGDEN—We now have the honor to hear from President Van Hise, of the University of Wisconsin.

DR. VAN HISE.

THE STATE UNIVERSITY IN THE SERVICE OF THE STATE.

Mr. President, Ladies and Gentlemen:

It is indeed a very great pleasure for one from Wisconsin to come to Atlanta to speak to the people of the South interested in education. From Georgia I suppose there are present a larger proportion than from any other State. Georgia and Wisconsin are alike in many respects. The area of Georgia is somewhat greater than that of Wisconsin, but both States fall between 55,000 and 60,000 square miles. The population of the two States is about the same, each having eleven congres-

sional districts. In both States are a variable soil and climate and a wide variety of natural resources.

It has been my good fortune to have spent much time in the South and thus to have enjoyed your warm-hearted hospitality. Also I have had an opportunity to see and appreciate your beautiful scenery. As an officer of the United States Geological Survey I have ridden up and down the mountains of Georgia, Tennessee and North Carolina, through a number of seasons, and possibly I know these beautiful mountains better than most Southerners. Indeed, outside of the Lake Superior country, I have probably spent more time in the southeastern part of the United States than in any other.

I appreciate that the problem of higher education in the South presents very serious difficulties with which it is not necessary for us in the North to contend. Also I know that the Southern States in contributing their quota to the national pension roll, and at the same time being obliged to pension their own soldiers, have an exceptionally heavy draft upon their resources, from which the North escapes. I mention these things in order that you may know I understand the heavy handicap under which the South is laboring; and therefore in telling of the development of the Northern State universities I hope you will not feel that I am reflecting upon the South, but rather pointing out the way which the Southern States, I am sure, will follow as rapidly as their conditions will permit.

Prof. Ellis has relieved me from embarrassment in telling of the achievements of some of the Northern State universities. He has told you of the material advances resulting from the work of those institutions. By chance he has picked out the University of Wisconsin as a type of the class, and has reached the conclusion that the work which has been done in agriculture in that university has increased the wealth of the State of Wisconsin ten to twenty times the cost of the university to the people. He has told of the great development of the dairy husbandry in that State, as a result of the work of Babcock, Farrington and Hart. He has told of the development of high grade corn and barley adapted to the State. He has told of

the work upon smut of oats and other diseases. He has said that these various lines of investigation have increased the wealth of the State by many millions of dollars per annum.

Therefore it will not be necessary for me to speak in detail of this work. I am left free to tell of our ideals and methods, the manner in which these and other results have been accomplished rather than the results themselves.

It has long been recognized that it is a primary function of a university to instruct the students who come to the institution, but until comparatively recently in this country it has been supposed that the colleges and universities exist for that purpose exclusively. Until about thirty years ago there was no educational institution in the United States that thought seriously of doing more than this. I am not belittling this work, for it must be realized that institutions doing instructional work exclusively are rendering the State and the Nation a service of primary importance by sending out educated men and women to various parts of the country to build up the communities to which they go along all lines.

Gradually, however, it was realized that the work of educating the students who came to an institution was only one of the opportunities of the universities, and new functions have from time to time been taken on. The first of the movements for improving the old standard—that of research—came from two sources. One of these was Johns Hopkins University, which brought over to America the German methods. The other is the work which has been mentioned by Prof. Ellis. The agricultural colleges, some of them independent, and some as branches of the State universities, took up not only the teaching of agricultural knowledge but the advancement of the science itself.

At Johns Hopkins, scholarship and research were especially developed along the lines of the humanities and the pure sciences. Under the leadership of Hopkins advanced work has been recognized as an integral part of the endowed universities, but it has been supposed until recently, indeed, it is still said that the State university must be especially careful in this matter;

that it is very well for the endowed institution to maintain advanced scholarship and research, but that it would not do for the State university to undertake this function; that the people of a State would not tax themselves to support advanced work other than in the applied sciences. But this is not the fact, and those State institutions that have had the courage to put forward the highest ideals have had the support of the people of their States.

I have steadily held that there should be no difference in this particular between the State university and the endowed institution. Indeed, we know that the State university in Germany regards it as its chief function to advance knowledge without respect to immediate practical value. If a State university in this country could not hold to the same standard this would indeed be the most serious charge that has been made against democracy.

There has been a tendency for the State universities to devote their energy mainly to applied science, but there should be no limit on the lines of research which are carried on. The soundness of this conclusion is plain when it is understood that all the advances in applied knowledge depend upon discoveries in pure science. Many illustrations of this principle might be given, but time suffices for only one or two.

When something more than a half century ago Pasteur was looking through a compound microscope at the minute forms of life who would have been brave enough to ask of a State legislature funds for this work? What better object of derision could have been furnished a legislator than the man who was studying by purely scientific methods forms of life so small that the naked eye could not see them? Yet the work of Pasteur, Koch and their successors, has led to the most beneficent discoveries which it has been the lot of man to bestow upon his fellow men. Upon their work rests modern scientific medicine. The word diphtheria no longer whitens the cheek of the parent; never again will the cholera or plague sweep over this country; yellow fever for the last time has decimated your Southern States.

These mighty results, which have already saved many millions of lives and immeasurable human sorrow, are the direct results of research in pure science, made without reference to any practical good that could be pointed out at the time the investigations were undertaken.

Only a short time since we were thrilled by the story of the Republic, that, struck a mortal blow at sea, sent out Marconi messages to ships upon various parts of the ocean. From all directions vessels came to lend aid and the passengers of the Republic were saved.

But no Marconigraph would have ever gone vibrating through the storm and darkness had it not been for the researches on ethereal vibrations by Hertz. Pure science has made the ether, that substance which the balance cannot weigh, which the eye cannot see, which the touch cannot feel, as real to reason as the material substances with which we are in daily contact. Wireless telegraphy is based directly upon profound researches in pure science which were made with no thought of any practical end.

Thus it is clearly the duty of the State University to study pure science. Indeed, it may be held that the man who is enlarging the realm of knowledge along fundamental lines without any reference to any immediate use is the most practical of men. Upon this earth we have made for ourselves a little globe of light, which is surrounded by a great realm of darkness. Here and there a man is at work extending its border. It must be the function of the State University to enlarge this globe. More light, more light is the most fundamental need of the people.

Therefore, the State University of Wisconsin sets no limit to the field of its investigations in science. Nor must we confine our endeavors to science alone. At the present time there are pressing upon this nation for solution many political and social problems. How shall we meet them? Unhappily, each individual thinks himself able to give a final opinion upon the current social and political problems, and frequently this opinion is readily offered in proportion as the man lacks knowledge

of political economy, political science and history. If we solve our great political and social questions it will not be simply by blind, emotional decisions, but by calm judicial understanding.

If you here in each of the State universities of the Southern States can scientifically educate each year hundreds of young men and women in history, political economy, political science and sociology, and send them all over your States, you will have laid the foundation for the solution of those problems which are general to all the States, and those which are peculiar to the Southren States. They never will be solved by ignorance, by prejudice, or by passion. It should be the function of every State university in the Southern States to maintain strong departments in these modern humanities.

In the Legislature of Wisconsin at the present time about one-fourth of the Senate and one-fifth of the Assembly are graduates of the University of Wisconsin. I do not know the number of graduates from other institutions, but probably a fourth or a fifth of the body are college or university graduates, and these men occupy leading places on important committees. Furthermore the Legislature has the assistance of a scientifically organized legislative reference library, with a doctor of philosophy of the University of Wisconsin in political science at its head.

In the South as in the North we shall get good laws when scattered throughont our communities are a large number of men and women soundly trained in political economy, political science, history and sociology, who will be leaders in the shaping of public sentiment in the various communities, and from among whom men will be sent to the legislatures to shape into law the formulated sentiment developed by the college men and women.

Wisconsin is one of the States that has a public utilities law. A State commission controls the rates which may be charged by the companies of the State from the railroads to the telephone companies. The formulation of this law was very largely the work of men soundly trained in political science. When

the law in a more limited stage of development was originally proposed, it was denounced by the railroad companies, since they feared that their property would be confiscated. At the present time this public utilities law is praised both by the corporations and by the people. The rate commission has the confidence of both, and there is now peace where there was in the past continual war. One of the chief railroad men in the country has given money freely to build up a railroad library at the University of Wisconsin, as complete as any in the country, in order that transportation may be very thoroughly taught. The man at the head of the rate commission, who has more to do with the administration of the public utility law than any other, is a professor taken from the department of political economy of the University of Wisconsin.

If the enrrrent social, political and economic questions are satisfactorily handled, the so-called interests and the people will both be satisfied. Both want justice, neither should want more than justice, and justice can only be found by scientific studies. These scientific studies can only be made by men who have been broadly and deeply trained in the modern humanities.

Therefore the solution of your political, social and economical questions in Georgia and in the other States of the South is not in the denouncement of the interests, or the denouncement of this or that view, but in the placing of strong departments of political economy, political science, history and sociology in each of your universities, in order that they may send out many men and women trained thoroughly to solve your problems along lines which are right and just to all.

But we must not confine our studies in the university to applied and pure science and to the modern humanities. We must continue to study in the future, as in the past, philosophy, language, literature and art. All these subjects have to do with the higher intellectual development of humanity. The purpose of applied science is to increase the material wealth. But for whom? For man, of course. Shall we then give to a man food, clothing and a house and neglect his higher faculties? All of the work in science, pure and applied, all of the work in the

modern Humanities is for mankind. And while the university should aim to give favorable material conditions, the purpose of this should always be borne in mind—the development of the highest type of man. And thus it is that the modern State university must extend the scope of its work from agriculture to the fine arts.

But the duties of the professor in the university are not done when he instructs the students at his institution and when he carries on research in his subject. He must also hold himself ready to serve the State in any desired capacity. This function of a university professor has been much more extensively developed in the North than in the South.

Where, when a difficult problem confronts Georgia, should its State Legislature turn for advice if not to its university? If you desire that the public utilities of your State be valued, who can do it so well as the professors of the engineering department of your university? The professors of the university are in the position of judges. They have no retainer on either side of the case. They are simply interested in finding out the truth.

In Wisconsin at the present time there are more than forty men who are serving the State outside of the university in some official capacity or other. Some of the professors are members of two or three commissions. The dean of the college of liberal arts serves the State in three or four different capacities as member of State commissions, as does also the president. Thus we have the State turning to the university as a matter of course for expert advice along various lines.

At Wisconsin very gradually it dawned upon us that even the above fields did not cover the entire duty of the State university. Until about fifty years ago, the knowledge which had been developed by the human race so far as it could be used by the people had been pretty well assimilated by them. Before that time the advancement of knowledge had been extremely slow. The advancement of knowledge since that time has been unquestionably greater than in any thousand years preceding—probably greater than in any two thousand years. Under these

conditions the people have inevitably lagged behind in the assimilation of the knowledge developed.

We may say that this knowledge should reach the people through the schools. But what about the adults? They left the schools before the new knowledge existed? They have still from twenty-five to fifty years to live. Shall we let them die not eating of the bread of life? Or shall we carry the new knowledge out to them? Why not make it a function of the State university to do this?

Gradually it dawned upon us at the University of Wisconsin that it is the duty of the State university to carry out to the people the knowledge which they lack and which they can assimilate to their advantage.

And therefore we have established an extension division and are offering to the people courses of all grades. I told of this plan to the president of a prominent Eastern university and he said: "What about your academic standards?" I replied: "We are not admitting students to our regular courses in the university on a different basis than in the past. Our degrees are not less valuable than before. We do not see how it belittles us to do the work which the people want done?" And the statement was made that so far as the University of Wisconsin is concerned we propose to take up any line of educational work within the State for which the university is the best fitted instrument. And it was with this idea that we established the extension division. Although it has existed only three years it is already reaching many thousands of people. In correspondence alone there are more than two thousand students doing regular work and before two years more have gone by there will be more students doing correspondence work than there are students resident at Madison.

Prof. Lester F. Ward, one of the foremost sociologists of the country, in a book of some five hundred pages, has proved that the greatest economic loss of a nation is the loss of talent. In other words, he has scientifically proved what the insight of the poet saw when he said that in some country churchyard may lie a mute inglorious Milton.

I may illustrate: Out in a little town near Madison, Cottage Grove, there is a boy named Mellish, on a farm of forty acres. He has a mother, a sister and an aged grandfather. From the farm must come their support. Yet that boy was so deeply interested in astronomy that he made himself a telescope, and after his day's work is done in the fields, and after his chores are done at night, and that means eight or nine o'clock in the summer, he searches the sky with his little telescope. In 1907 he discovered two out of the seven or eight comets that were found by all the astronomers of the world. That boy must continue to work the farm. He cannot go to any school. He can only find the way through university extension. I am happy to say that he is now taking correspondence courses in the department of mathematics in the University of Wisconsin, and I am informed that he is doing remarkable work. I anticipate that this boy has a career before him. He would have been buried by an unfavorable environment were it not for this instrument of education—university extension.

Thus one of the purposes of the university extension division is to find a way for the young man and woman of talent however hard may be their environment.

Another of the great functions of university extension is to carry out knowledge to the people. At the present time we know enough so that if the knowledge were assimilated and applied by the people of this country contagious and infectious diseases could be banished within a generation. At the present time the university extension division has traveling over the State of Wisconsin a tuberculosis exhibit, accompanied by a demonstrator, who explains the manner in which a person afflicted with the disease should conduct himself in order to recover and to prevent his spreading the disease to another. It is as clearly the function of the State university to carry out knowledge to the people with reference to sanitation and hygiene as it is with reference to advanced methods of agriculture.

In this connection may I read you the story of

THE YOUNG MOTHER AND THE FAT HOG."

(Not a fable; simply straight goods.)

One time a little mother, who was only 25 years old, began to feel tired all the time. Her appetite had failed her for weeks before the tired feeling came. Her three little girls, once a joy in her life, now became a burden to her. It was "mamma, mamma," all day long. She never had noticed these appeals until the tired feeling came. The little mother also had red spots on her cheeks and a slight dry cough. One day, when dragging herself around, forcing her weary body to work, she felt a sharp but slight pain in her chest, her head grew dizzy, and suddenly her mouth filled with blood. The hemorrhage was not severe, but it left her very weak. . . . When this occurred she and all her neighbors knew she had consumption.

. . . . Now she wrote to the State board of Health and said: "I am told that consumption in its early stages can be cured by outdoor life, continued rest and plenty of plain, good food. I do not want to die. I want to live and raise my children and make them good citizens. Where can I get well?" The reply was: "The great Christian State of Indiana had not yet risen to the mighty economy of saving little mothers from consumption. At present the only place where you can go is a grave. However, the State will care for your children in an orphan asylum after you are dead, and then in a few years a special officer will be paid to find a home for them. But save your life—never! That is a cranky idea, for a member on the floor of the sixty-fifth assembly said so." "Besides," said he. "It isn't business, the State can't afford it." So the little mother dies of the preventable and curable disease, the home was broken up and the children were taken to the orphan asylum.

A big fat hog one morning found that he had a pain in his belly. He squealed loudly, and the farmer came out of his house to see what was the matter. "He's got the hog cholera," said the hired man. So the farmer telegraphed to Secretary Wilson of U. S. Agricultural Department (who said the other day that he had three thousand experts in animal and plant diseases) and the reply was: "Cert., I'll send you a man right away." Sure enough, the man came. He said he was a D. V. S., and he was, too. He had a government syringe and a bottle of government medicine in his hand bag, and he went for the hog. It got well. It wasn't cranky for the government to do this, and it could afford the expense, for the hog could be turned into ham, sausage, lard and bacon.

Anybody, even a fool, can see it would be cranky for the State to save the life of a little mother, and it could not afford it, either.

MORAL: Be a hog and be worth saving.

We all agree that the hog should be saved. We should eliminate tuberculosis from cattle and cholera from hogs. We should

destroy plant diseases. But are we becoming too progressive in the universities if also we save "just folks?"

At the present time there is much talk of conservation. All conservation is for humanity. The fundamental problem is the conservation of humanity itself.

We see it is easy to find work for the State university. The great Jefferson, with clear insight in education as in polities, said: "The functions of a university are to harmonize and promote the interests of agriculture, manufactures and commerce, and by well-informed views of political economy to give free scope to public industry."

This ideal has first been fully realized by the State university. At the present time it may be claimed that some Northern State universities fully meet this definition, and not only so, but have been extending its scope. But vastly more remains to be done than has been accomplished. It is my ideal of a State university that it should be a beneficent influence to every citizen of the State. Man does not live by bread alone, and the State university fails of attaining its higher level if into it does not deeply sink the consciousness of this old truth. It is the duty of the State university to assist the people in getting bread. It is the duty of the State university to give that knowledge which will make each one a resource of joy to himself. It is the duty of the State university to develop in man the highest intellectual faculties, including the appreciation of philosophy, literature and art. It is the duty of the State university to instill in each of its students a high sense of responsibility to his fellows. As I have elsewhere said, the aim of the State university should be as bread as human endeavor and as high as human inspiration.

The opportunity is before us. If this principle is not adopted by the South it will be an immeasurable loss to its people. But the State university cannot expect to receive support in advance of fruitful work. If the State university of the South shall conceive a broad and high ideal and become the instrument of the State in upbuilding, the State will furnish means to carry on work commensurate with its opportunity.

At the close of President Van Hise's address Mr. Ogden called on Dr. St. Clair McKelway, editor of the Brooklyn Eagle, who in happiest vein made the closing speech of the Conference.

Prof. Claxton did not read his paper, but upon request kindly handed it to the Secretary for publication.

P. P. CLAXTON.

A SCHOOL FOR GROWN-UPS.

In the summer of 1896 I spent a week at the Flors Højskole at Askov, Denmark, the first, and still among the most important of the Folks high schools of the Scandinavian countries. Ever since this visit I have believed that the principles of these schools might easily be adapted and applied to the educational conditions in the South; and the more I have learned of these schools, and the more carefully I have studied the people of the South and their needs, the more firmly am I convinced they contain a lesson for us. Therefore I wish to ask a few minutes of your time to tell you about them.

These are not schools for children, nor are they high schools at all in the usual sense of that term. They are short term schools for grown-up men and women, mostly from the farms and rural villages. Few of the pupils are under 18 years old. Most of them are from 18 to 25 and a good many are still older—from 25 to 40. In most of them the course of study extends over only one term; five or six months for men in the fall, winter and early spring and three or four months for women in the summer. A few, among them the Flors School at Askov, now have a second year, the work of which is more largely technical than that of the first. The schools grew out of a religious, patriotic, democratic movement, in which N. F. S. Grundtvig was a prominent leader. The first was founded in 1844 at Rødding in North Schleswig for the Danish speaking young men and women of that province. After the war of 1864 this school was moved across the border to its present location at Askov, near Vejen. Christian Flors, Professor of Danish at the University of Kiel, gave important help, both in the establishment and in the reestablishment of the school; hence its name.

The purpose was to found a school where the young men and women of the people—those who had had the training

neither of the university nor yet of the gymnasium—might be taught their mother tongue and the best of its literature, the history of the country and the great events of the history of the world, the duties of citizenship and a fervid but sane patriotism—"human nature and human life in general and to know themselves in particular." To this was soon added practical instruction in natural sciences and their relation to the life of the home, the farm and the shop, and practical elementary instruction in agriculture, horticulture, dairying and home-making.

So successful was this school that schools like it were soon established in other parts of Denmark and in Norway, Sweden and Finland. At present there are about seventy-five such schools in Denmark and about sixty in the other Scandinavian countries. There are three in America—one in Nebraska, one in Minnesota and one in Iowa. Though private schools, they have large subsidies from the State, both for their own support and for bursaries for students. Many thousands of men and women have attended them and the good they have accomplished is incalculable. Some of the best informed men in Scandinavia attribute to them a very large part of the material prosperity of these countries. The men and women who go away from them soon become the leaders in the cooperative dairying societies, the bacon and egg association and all the similar organizations and movements for the industrial and material improvement of their communities. They also stand for better citizenship and higher and purer social and moral ideals. Nowhere else have I seen a school in which the ideals were quite so high and the enthusiasm quite so great as in this school at Askov. Here, as in the other schools of this kind, the teachers are men and women of good native ability, thorough scholarship and good, practical common sense. Teaching is chiefly oral and at first hand. Much is done by personal contact. Books are used only to supplement this first hand teaching. Little time is spent in carrying on correspondence with young men and women in the class room. "Life and Light" and "Light through Life" are the watchwords.

Now for the application to our conditions and needs in the

South, and especially to the mountains and piedmont sections. Here there are many thousands—some millions, in fact—of young men and women from 18 to 30 or 35 years old, beyond the age when they can ever be reached through public or private schools of the ordinary type. When they were children the South was poor, much poorer even than now, the public school system was in its infancy and there were no public high schools. So, most of them have very meager school education. The majority can do little more than read and write. Yet they are of good Anglo-Saxon, Scotch-Irish, German and French Protestant blood and faith. They have good native ability and the acquired shrewdness and individual strength and self-reliance of the pioneer. They realize their needs and are eager to learn and improve their condition. They live in a country of varied and boundless natural resources, but are unable to convert their potential wealth into actual wealth and must therefore continue to live in poverty and see their country with its fertile soil, with timber and mineral wealth, its water power and its unsurpassed climate, pass into the hands of foreign capitalists.

The only hope is in the education of the people, and we must begin with the best of these grown-up men and women. To wait for a generation to grow old and die is a slow process, too slow for the pace of this age. If we can educate these they will soon create wealth to support schools for the education of their children, and the mission field will disappear and with it the problem of the mountain whites of the South.

I believe this can be accomplished only through schools somewhat like these Folks high schools of Scandinavia. These men and women will not attend the ordinary schools with the children. If they should, they would not be much helped by them. The long courses of study in subjects only indirectly and remotely related to life are not adapted to their need. The courses of study should be brief and take direct hold on life. The teaching should be inspirational and practical. It should have in view the immediate environment and needs of the men and women.

I would have such a school located at some central point easily accessible to the young men and women of a half dozen or more counties. The buildings should not be costly, but plain and simple. They should, however, be comfortable and attractive. They should have well equipped laboratories and workshops, plainly furnished class rooms and an assembly room large enough to seat all the students of the school and such people of the neighborhood as could be induced to attend the lectures and entertainments given in it. It should have a lantern and screen for stereopticon views. There should be plain but neat comfortable dormitories and a dining hall large enough to accommodate the students. The school should have a farm of 100 or more acres, with necessary buildings for cattle and horses. If there is water power, so much the better; and better still, if there can be 100 acres or more of wood land. This farm should be cultivated intensively. The crops and method of tilling should be adapted closely to the character of the soil and the climate of the section. It should be a model to be studied by all the farmers near it.

First. There should be instruction, mostly oral, in the English language and literature, to give power of expression and the love for good books. The literature studied should be for inspiration and not for critical scholarship. The best things should be read aloud by the teacher at the daily morning assemblies. The teacher of English should be a good reader. When thus presented, men and women who are unable to read for themselves may get much of all that is best in such literature. "The common people," said Goethe, "have feeling for the best and greatest, even though they may not fully understand it." And feeling for the good is the strongest of cultural and moral factors.

Second. There should be instruction, largely oral, in the important facts and events in the history of our country, and of the world, for the purpose of cultivating higher and nobler ideals of life and citizenship and for inspiring true patriotism, a desire to live and work for the social good, rather than for selfish individualistic interests and ends.

The elementary principles of chemistry, physics and biology should be taught in the simplest and most practical manner. For every fact and principle taught a hundred applications should be found on the farm, in the shop and in the home.

Agriculture, horticulture, dairying, poultry raising, fruit growing, work in wood and iron should be taught. For the women there should be practical instruction in home making—cooking, sewing, weaving, household sanitation, the care of children and of the sick. Such schools must of necessity be religious in the best sense, but they must not be sectarian.

Here, as elsewhere, the teachers make the school. I can think of no more important school work than this, and for it should be employed men and women of strong native ability, positive and aggressive character, good scholarship, intimate knowledge of life, keen sympathies and great, practical, common sense. They should be paid salaries as large as the best teachers in our high schools and colleges are paid.

Could one such school be established at a suitable place and with sufficient means I feel sure that it would very soon prove its usefulness and many others would follow. I know of no way in which a few thousand dollars a year might be used to better purpose, both for immediate and permanent results. Should the matter be taken up and help offered from abroad I think our own people would respond liberally and generously and the local support would become larger from year to year.

I commend the idea to the members of this board and to all who are interested in the education and welfare of the people of the South, and especially of the white people of the upland South.

HISTORICAL AND STATISTICAL NOTES ON THE SCAN-DINAVIAN FOLKS HIGH SCHOOLS.

School at Rodding founded 1844, moved to Askov in 1864; second year course added in 1878. Four of these schools at the time of the Prussian War of 1864. They sprang up rapidly after the close of this war. State support began to increase rapidly after 1866, and was doubled in 1892 and has increased

largely since then. There are now 75 such schools in Denmark and about 70 of them receive State aid. About half have technical work in agriculture, etc. Some purely technical schools have been founded on this model. In 1905 there were twelve technical agricultural and one horticultural school.

In 1903-4 there were 3,151 men and 3,186 women at these high schools in Denmark, and 1,057 men and 7 women at the agricultural school and horticultural schools. Up to 1905 it is estimated 150,000 men and women have passed through these schools. About 16% of all the men and women between 20 and 50 years old engaged in agriculture. Nearly all these men and women have come from the country. Of the 7,390 pupils in the schools in 1904 only 419 were from towns.

Results: Greater productiveness in industries: progress in religious freedom; wider, deeper and more intelligent interest in government of country, and better citizenship.

Ninety per cent of the managers and most important employes of the Cooperative Dairying Association and butter factories have been trained in these schools (about 1,000 in the cooperative dairies and 275 in the butter factories). About the same per cent in the twenty-eight cooperative bacon societies and the Cooperative Egg Society, with its 400 affiliated societies. In 1881 the net export of butter, bacon and eggs was \$12,000,000; in 1904 it was \$68,000,000. The exodus from the country to the city is less than in other countries. Thirty per cent of the members of the Danish Parliament have passed through these schools.

The first Folks High School in Norway was established in 1864. In 1900 there were 634 students in the Folks high schools in this country.

The first Folks High School in Sweden was established in 1868; in 1905 there were 30 such schools in Sweden and 31,480 students had passed through them and 3,552 had taken the two years' course, the second year being devoted almost entirely to technical subjects, dairying, farming, forestry, etc.

The first school was established in Finland in 1889. In 1905 there were 23.

SPECIAL CONFERENCES AND INCIDENTAL EVENTS.

The Association of Southern State Superintendents of Education met in special conference at the Piedmont Hotel on Wednesday, April 14, at 10 a. m., Supt. J. Y. Joyner, of North Carolina, presiding. The following Superintendents were present: H. C. Gunnels, Alabama; George B. Cook, Arkansas; W. M. Halloway, Florida; Jere M. Pound, Georgia; T. H. Harris, Louisiana; J. N. Powers, Mississippi; J. Y. Joyner, North Carolina; J. E. Swearingen, South Carolina; R. L. Jones, Tennessee; J. D. Eggleston, Virginia; ex-Superintendent Thomas C. Miller, West Virginia. The election of officers resulted in continuing J. Y. Joyner as President and J. N. Powers as Secretary for the ensuing year.

The State Supervisors of the Woman's School Improvement Work in the Southern States met in special conference at the Piedmont Hotel Wednesday, April 14, at 10 a. m., P. P. Claxton presiding. The following supervisors participated in the conference: Mrs. B. B. Munford, Virginia; Mrs. Charles D. McIver, North Carolina; Miss Mary T. Nance, South Carolina; Mrs. Walter B. Hill, Georgia; Miss Susie V. Powell, Mississippi; Miss Agnes Morris, Louisiana; Mrs. Clio Harper, Arkansas; Miss Virginia P. Moore, Tennessee; Mrs. Thames, Alabama. The reports of the supervisors made an inspiring story of the work of the State associations with organization in the State, the county, the local center. The interest of the conference centered in the improvement of the country school, in making the school the center of community life where teachers, pupils and parents become educated by doing things together.

There was a special conference of the campaign managers for the Southern States at the Piedmont Hotel Thursday, April 15, at 3:15 p. m., P. P. Claxton presiding. The following campaign managers for the several States were present: J. Y. Joyner, North Carolina; Henry E. Fries, North Carolina; O. B.

Martin, South Carolina; W. H. Hand, South Carolina; Jere M. Pound, Georgia; Mrs. Walter B. Hill, Georgia; H. C. Gunnels, Alabama; B. J. Baldwin, Alabama; R. L. Jones, Tennessee; S. G. Gilbreath, Tennessee; P. P. Claxton, Tennessee; James B. Aswell, Louisiana; T. H. Harris, Louisiana; J. N. Powers, Mississippi; P. H. Saunders, Mississippi; George B. Cook, Arkansas; D. B. Johnson, South Carolina; T. C. Miller, West Virginia. The conference was called to consider plans for the educational campaigns for the ensuing year.

The Southern Association of College Women held two meetings—Thursday, April 15, 3:15 p. m., in the Assembly Room of the Auditorium, and Friday, April 16, 3:15 p. m. in the rooms of the Atlanta Woman's Club. The meetings were well attended. In addition to a word of greeting from Mrs. John King Ottley, speaking for the club women of Atlanta, and from Miss Emily McVea, Dr. Lillian W. Johnson, Miss Celeste Parish, representing the founders of the association, the following subjects were discussed: "The Physical Betterment of School Children," by Miss Edith Howe, Chairman Committee on Physical Welfare of School Children, National Congress of Mothers; "A Plan for Concerted Work in Education by the Club Women of Five National Organizations," by Dr. Laura Drake Gill, President of the Association of Collegiate Alumni; "Illiteracy and Compulsory School Attendance Laws," by Dr. Elmer Ellsworth Brown, United States Commissioner of Education. President of the association, Mrs. Emma Garrett Boyd, Atlanta; Secretary-Treasurer Miss Eula Denton, San Antonio.

Friday afternoon was set apart for special State meetings. The meetings for all the States save Georgia were provided for in the Boys' High School Building. The Georgia Conference for Education met in the Assembly Room of the Auditorium. This Georgia Conference represented the united interests and efforts of the teaching profession, the club women, the farmers' union, the labor unions and the business men of the State. The conference adopted a definite educational program for the State; appointed a committee of fifteen to cooperate with the com-

mittee of one hundred business men which was to be called in Atlanta at an early date, and began the raising of \$6,000 as a fund with which to begin an active campaign for the program adopted.

A delightful social feature of the Conference was a reception given to the delegates at Agnes Scott Institute on the afternoon of Wednesday, April 14. Members of the Conference went out in private cars, escorted by the chairman of the local committees and a committee of Atlanta ladies. In halls beautifully decorated for the occasion with a profusion of honeysuckle, dogwood and potted plants the faculty and students of the college received and entertained the members and friends of the Conference with generous hospitality. After a delightful social hour special cars brought the party to the hotel in time for the evening program.

On Thursday at 1 o'clock Mrs. Emma Garrett Boyd entertained the visiting delegates of the Southern Association of College Women at a buffet luncheon. The guest list included Mr. Ogden and his party and the speakers on the Conference program.

An event long to be remembered was the reception to the Conference at Piedmont Driving Club on Thursday afternoon at 5 o'clock. The hosts of the occasion were the local committees, the chairmen of these being Mr. J. K. Orr, Mr. S. M. Inman, Mr. John King Ottley, Mr. J. J. Eagan, Mrs. Robert Emory Park, Mr. Ottley, Chairman of the Entertainment Committee, received the guests as they entered the ballroom and directed them to the end of the room, where Mr. Orr and Mr. Inman stood with Mr. Ogden at the head of the receiving line. After the guests had assembled Mr. Orr, stepping to the center of the room, welcomed Mr. Ogden to the club, referred in appropriate words to his service to education in the South, and presented him with a handsome silver loving cup. The cup was given by the local committees. It was filled with Georgia scuppernong wine and bore this inscription: "In token of af-

fectionate recognition of the years of personal service, by means of which the educational activities of the Southern States have been organized, systematized and developed." Mr. Ogden's reply expressed in happy phrase the feeling of appreciation in which all members of the Conferencee shared. On the terrace the four hundred or more guests, seated in groups of six and eight around tables, were served with refreshments.

On Saturday morning after the close of the Conference Mr. Ogden and his party left Atlanta for a visit to the Berry School. At Rome private conveyances met the train to take the party to the school about two miles in the country. The day was spent visiting the class rooms, the shops, the dairy, the garden, the farm, seeing the activities by which one hundred and fifty mountain boys are being educated. The day completed the program of the Conference. which had been devoted to the interests of country life.

EDUCATIONAL TOUR OF THE ASSOCIATION OF SOUTHERN STATE
SUPERINTENDENTS OF PUBLIC INSTRUCTION,
OCTOBER, 1908.

Through the courtesy of Mr. Robert C. Ogden and the Southern Education Board the members of the Association of Southern State Superintendents of Public Instruction were afforded the opportunity of visiting and inspecting the schools of New York City and Boston and of examining the work of the State Department of Education at Albany, New York, in October, 1908.

By special invitation J. B. Aswell, retiring State Superintendent of Louisiana; Wickliffe Rose, General Agent of the Peabody Fund; P. P. Claxton, Chairman of the Campaign Committee of the Southern Education Board, were present and accompanied the Southern State Superintendents on their itinerary. Mr. Robert C. Ogden also accompanied the party throughout the itinerary and proved an ideal host.

October 12 and 13 were spent in visiting Teachers' College of Columbia University, the City College of New York and the public schools of Greater New York, including the normal schools of the city. October 15 and 16 were devoted to a visit to Harvard University and the Boston public schools. October 17 was spent in examining the work of the New York State Department of Education at Albany.

The party was cordially welcomed and delightfully entertained everywhere and given every opportunity to observe and study the work in the schools visited. The Superintendents made a special study of teacher-training and industrial work.

At the close of the itinerary it was the unanimous verdict of the Southern State Superintendents that they had derived incalculable inspiration and information for the educational work of their respective States from this study at first hand and this observation in the concrete of the best work of some of the best schools of New York and Massachusetts.

Hon. J. Y. Joyner's address at the dinner to the Southern State Superintendents at the Waldorf-Astoria on the evening of October 13, 1908:

HOW THE SOUTHERN EDUCATION BOARD HAS HELPED
AND CAN HELP THE SOUTH.

The Southern Education Board has been unique in its origin, its organization and its work. Born of a manifest need out of a high impulse to serve, held together by the cohesive power of a fine unselfishness, instinctively directed by the irresistible impulse of a patriotic aim. The ways in which it has helped the South in her heroic struggle for the equality of opportunity through universal education cannot be expressed in matter-moulded forms of speech or measured by visible material standards. I can but touch upon the outer margin of a few of its distinctive spheres of work.

My mind turns first to the Annual Conferences for Education in the South held under its auspices. What a goodly company of men and women have gathered in these conferences on Southern soil from year to year! On what high purpose bent, in what noble union bound! Teacher and preacher, lawyer and author, publicist and statesman, scholar and dreamer, banker and business man, representatives of every section, every pursuit, every phase of honest thought, have met here in a common forum for the discussion of a common theme, to take counsel together as a patriotic brotherhood for the attainment of a common end, the performance of a common task, the uplifting of a common people to a higher plane of citizenship and service. Who can measure the benediction of such a gathering—the play and interplay of forces—intellectual, moral, social, spiritual; the flow and interflow of knowledge and inspiration; the broadening of horizon; the quickening of sympathy; the correction of misconceptions and misunderstandings; the clearer vision and stronger grasp of social, racial, educational, industrial and economic problems; the recognition of these as national, not sectional, calling for sympathetic cooperation instead of cold criticism; the mind fervent, the soul glow, the encouragement, the

hope, the help, the sweet associations, the warm friendships, the genial companionships! That these gatherings have helped South and North to a better understanding of each other, to a clearer apprehension of each other's problems, to a keener appreciation of each other's tasks, to a readier acceptance of the inseparableness of each other's destinies.

That they have helped to forge a new link to bind the Nation in a stronger bond of patriotic love, to give a new impulse to that spirit of tolerance and charity between brethren of a common land, no one who has fallen under the spell of their sweet influence can doubt.

No part of the work of the Southern Education Board has been more helpful and more immediately fruitful of good results and far-reaching influences than the annual conferences of the Southern State Superintendents of Public Instruction held, with the cooperation of this board, in connection with the Conference for Education in the South. Every Southern State Superintendent belongs to this Association (of Southern State Superintendents) and has attended its meetings every year, unless providentially hindered. In these meetings, these men who are at the head of the educational work of the Southern States and in whose hands have largely been the shaping of the educational systems of these States, have had an opportunity to meet each other, to know each other's work, to profit by each other's successes, to be warned by each other's failures, to assimilate and imitate the best in each other's experience, to catch the fire of each other's enthusiasm, to feel the strength of a unity of purpose and the bond of a community of interest. In this way, each has been able to enter quickly into the life and labor of all, to catch at once the far off interest of years.

Through a campaign fund, generously contributed by patriotic Americans, wisely administered by a campaign committee under the general direction of the State Superintendents of Public Instruction of the Southern States, the Southern Education Board has rendered most efficient aid in carrying on throughout the South an almost continuous campaign of education for education by press and pamphlet and speaker. By

having at their disposal an independent fund of this sort the State Superintendents have been free to do much needful and effective work, the means for which could not well have been provided out of public funds without harmful criticism, and have been able to utilize efficient forces without political complication.

Back of all progress, civic and educational, in every republic lie informed public opinion and quickened public conscience. The people at last should rule and will rule. Sooner or later, in every government like ours every mighty issue must be taken for final decision to the bar of public opinion. Back of all the progress that has been made during the past decade in public education in the South, the story of which will some day read like a splendid romance, lies this appeal to Cæsar, this appeal to the sovereign people.

This campaign fund has furnished the leaders of the movement for educational progress in the various Southern States the means at the critical moment to unite and organize separate and unorganized forces and concentrate them in a common effort for the improvement of educational conditions through the cultivation of public opinion and the increase of public revenue. The women have been organized into school improvement associations and set to work to help transform uncleanness into cleanliness, discomfort into comfort, ugliness into beauty, hovels into school homes where children may be trained under proper environment to right ideals of living and of life. The plain people in the remotest rural districts have had the gospel of education preached to them face to face by earnest souls and have been persuaded to provide more money, by voting more taxes, to have longer terms and better houses, better teachers and better schools, to give their children a better chance to be somebody and to do something in the world. Southern teachers have been gathered together in great summer schools for stimulative association with each other and with the mighty masters of their profession, and have gone back to their fields of work with minds and hearts filled with a new hope and a new light to set up a new standard for the most delicate and difficult work committed to mortal hands.

Aided by these organized civic, educational and professional forces, under the wise leadership of a few earnest souls in every Southern State passivity has been changed into activity; public opinion has been crystallized into public action, public revenues for public education have been largely increased by public taxation, in some States doubled and quadrupled in a brief decade; modern, comfortable public schoolhouses have been springing up in rural districts throughout the South, in some States at the fabulous rate of more than one a day for every day in the year; rural libraries, containing thousands of volumes of the choicest literature, have been established in thousands of rural schools, opening to children of thousands of bookless homes the intellectual and spiritual treasure houses of the ages; hundreds of men, heeding the cry of the children, have voluntarily voted out of their wealth and out of their poverty additional burdens of taxation on themselves for the children's sake.

The forgotten man has been remembered; the forgotten woman has been discovered; the forgotten child shall have his full chance in the South at last, thank God. These are stirring times in the dear old South. Dream is changing into realization, promise into fulfillment, flower into fruit. What joy to live in such times, among such people, in such a land! What privilege to have been accorded some small part in such a work! What inspiration to know that we are still but standing on the undone margin of a work immeasurably vaster!

The Southern Education Board has asked and been granted the joy and privilege of helping the South to help herself to do their glorious work. For the help thus rendered, no generous Southern soul, conscious of the motive that prompted it and of the delicacy that directed it, can but feel grateful and appreciative. The men of the South directing its educational work are too high-souled a breed to have accepted help from any source as a charity; the men of both the North and the South that constitute the Southern Education Board and its supporters are too high-souled a breed to have offered it as a charity. One has helped, not for the sake of the South, but for the sake of the Nation; the other has accepted, not for the sake of the

South, but for the sake of the Nation. Surely brethren may help brethren in the performance of a common duty to brethren without sacrifice of pride or principle, and with joy and profit to both. When with the help they offer "the heart outstretches its eager palms," a God goes with it and makes it store to the soul that was starving before.

I have no time to speak of how the Southern Education Board can help the South; nor would it, I think, be profitable to discuss at this time its future work; better leave that to the calmer and more careful consideration of the wise and patriotic men that constitute the board. I shall content myself with suggesting only that, whatever else may be done, the time has not yet come for the abandonment of the conferences, the campaign, the round tables of Southern Superintendents, the civic organizations and the school improvement work.

And now I should wrong myself and wrong you all if, in conclusion, in the name of all present, living and dead, I did not invoke health, happiness and long life upon the good gray head, that knightly soul who through all the years has sat at the head of our "Table Round" and soldered all in goodliest fellowship.

NEW YORK, October 31, 1908.

To the Members of the Southern Education Board:

You will be interested to know that the plan for a meeting of the Association of Superintendents of Education in the South, to be convened in New York City and remain continuously in session during a journey to Boston and Albany, has been successfully carried out.

All the Superintendents except Mr. Eggleston, of Virginia, who was detained by the illness of himself and wife, and Mr. Cameron, of Oklahoma, who found it inconvenient to attend, were present. The following were in attendance:

- J. Y. Joyner, Raleigh, N. C.
- O. B. Martin, Columbia, S. C.
- J. M. Pound, Atlanta, Ga.
- J. H. Harris, Baton Rouge, La.

R. L. Jones, Nashville, Tenn.
G. B. Cook, Little Rock, Ark.
J. N. Powers, Jackson, Miss.
H. G. Gunnells, Montgomery, Ala.
J. G. Crabbe, Frankfort, Ky.
W. M. Holloway, Tallahassee, Fla.
R. B. Cousins, Austin, Texas.
J. G. Miller, Charleston, W. Va.
J. B. Aswell, Baton Rouge, La.

The entire company were assembled and dined together on the evening of Sunday, the 11th instant.

Monday the 12th instant was devoted to a visit to the Horace Mann School and Teachers College, with luncheon as the guests of Dean J. E. Russell, and a visit to the College of the City of New York by invitation of President John H. Finley. On the evening of Monday a group of friends dined with the Superintendents at the Waldorf-Astoria.

Tuesday the 13th instant was given to a visit to the Girls' Normal School in Brooklyn and the Commercial High School under the guidance of Dr. W. H. Maxwell. In the evening the entire company dined together at the City Club and enjoyed a social evening.

The morning of Wednesday the 14th instant was passed under the direction of Dr. Maxwell in visits to schools in the East Side district of Manhattan. At 1 o'clock the company proceeded to Boston.

The morning of Thursday the 15th was occupied with a visit to Harvard University, concluding with a luncheon as guests of Mr. James J. Storrow at the Harvard Union. The afternoon was passed in an historical excursion to Lexington and Concord, a visit to the graves of Hawthorne, Emerson, Thoreau, the Alcotts, and the late Senator Hoar, with a dinner at Mr. Storrow's country house on the way back to Boston. The

day closed with an important and interesting meeting of the Superintendents.

Friday the 16th instant was passed: First, by a visit to the office of the Massachusetts State Commission upon industrial education; second, by visits to public schools of every grade serving all classes of the people; third, by visits to the Commercial High School and the Girls' Normal School; fourth, by a luncheon at the Exchange Club as guests of Mr. Storrow. At a late hour in the afternoon the party proceeded to Albany.

Saturday the 17th instant. The entire time from 10 a. m. to 1 p. m. was expended upon an examination of the New York State Department of Education. A careful analysis of the department had been prepared in advance by order of Dr. Draper, the Commissioner, and a copy furnished to each of the party. In his absence his three assistants were most assiduous in attention to every detail that would make the visit instructive and profitable. Before leaving for New York the party was entertained at luncheon by the assistant superintendents, Dr. Draper arriving by train from the West in season to join the company at the table.

In the evening the State Superintendents held a meeting. It is a matter of much regret that limitations of time forbade various visits planned, especially by Dr. Maxwell, to several very interesting and important schools. This merely mechanical statement of the plan conveys no idea of the spiritual and intellectual importance that marked each step of the entire movement. The success is due to the cooperation of many sympathetic friends. Prominent among them are the following:

Dean J. E. Russell and the faculty of Teachers College and the Horace Mann School; President John H. Finley and the faculty of the College of the City of New York; Dr. W. H. Maxwell, Superintendent of Public Instruction in New York City; James J. Storrow, Overseer of Harvard University and President Boston School Board; Prof. Paul H. Hanus, head of Department of Education in Harvard University, and head of the

Massachusetts Commission upon industrial education; Prof. F. G. Peabody, head of Department of Ethics in Harvard University. Prof. S. D. Brooks, Superintendent Boston Public Schools; Dr. A. S. Draper, Commissioner of Education for the State of New York, and his assistants, Dr. Augustus S. Downing, Dr. Frank Rollins, Thomas E. Finegan, Esq.

The thanks of the board are due to each and all of the above-named for their cordial assistance.

From the many expressions of appreciation coming to me by every mail, I quote the following from a letter of the Hon. J. Y. Joyner, of North Carolina, President of the Association of Superintendents, as voicing the sentiments of all his associates:

"Since my return I have had time to review calmly our entire itinerary and reflect upon what we observed and learned. It is my deliberate conviction, and I believe it to have been the unanimous verdict of the Southern Superintendents, expressed privately, and in their last meeting at the Seymour Hotel, Saturday night, that this opportunity to inspect the best in two of the best public school systems of this country, and to look into the organization of perhaps the best organized State system in the United States, will result in more practical help in the development of the school systems in their respective States, and be more far-reaching in its influence upon the future educational progress of those States, than almost any other opportunity that has yet been afforded them through the kindness and generosity of the Southern Education Board."

Respectfully submitted, ROBERT C. OGDEN, *Chairman.*

RESOLUTIONS ADOPTED BY THE ASSOCIATION.

THE HOTEL SEYMOUR.
NEW YORK CITY, October 17, 1908.

Be it resolved—First: That we, the Superintendents of Education of the Southern States, express to the Southern Education Board our sincere thanks and hearty appreciation for their generosity in affording us the rare opportunity to visit the various schools and observe the educational conditions of New York City and Boston, and to inspect the State Department of Education of New York and Albany.

Second: That we assure the board that we have derived therefrom much information and inspiration and many practical and helpful suggestions that will prove serviceable to us in our work in our respective States.

Third: That we deeply appreciate the uniform kindness and courtesy shown us everywhere by teachers, school officials and other citizens.

Fourth: That we convey to Mr. Robert C. Ogden one more assurance of our appreciation of his interest in our work, an appreciation born of the profound esteem of each of us for this additional evidence of his interest in our people and of a patriotism that is bounded by no section.

Fifth: That we thank Mr. Ogden most cordially for his personal interest in arranging and conducting this educational itinerary.

TREASURER'S REPORT.

THE CONFERENCE FOR EDUCATION IN THE SOUTH.

In Account with Wm. A. BLAIR, Treasurer.

RECEIPTS.

May 11, 1908.....	\$ 64 89
November 14, 1908.....	500 00
April 8, 1908.....	2,000 00—\$ 2,564 89

DISBURSEMENTS.

April 16, 1908, overdraft.....	\$ 64 89
Expenses	352 50
April 8, 1909, balance.....	2,147 50—\$ 2,564 89

Respectfully submitted,

WILLIAM A. BLAIR,
Treasurer.

Winston-Salem, N. C., April 16, 1909.

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